Comparative Education

PROF. B. C. RAI

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Comparative Education

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By

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PUBLISHER'S NOTE

1. '*Comparative Education*' is an important subject prescribed for the examination of the training colleges and universities. Generally, studentt of M. Ed. classes and at certain places of B. Ed., B. T. or L. T. classes have to study this subject. In this subject, educational system of India and other countries of world is studied in comparison to each other. An attempt has been made to compare the educational system of different countries and draw up a clear picture of the requirement of education. Normally educational system of England, America, the Union of Soviet Socialist Republics, France, *etc.* is studied and compared with India.

2. The present book on '*Comparative Education*' *deals with educational system in England, America, the Soviet Union, France and certain other countries.* While studying the system of education in all these countries, it has been kept in mind to compare it with the educational system of India. Without this, it would not have been a comparative study. While making this study, every attempt has been made to draw upon the latest material available in the field. It has also been kept in mind to utilise the latest research work in this direction.

3. The book has been written in *Question-Answer Form.* It has been done in order *to cater to the demands of the students.* Students do require such books where they can get standard material in question-and-answer form. Their demand is guided by their anxiety to produce good answers at final examinations. In India teaching and education is examination-guided and so students have to worry about the examination and its result.

4. In this book no pains have been spared to provide standard material on comparative education in question-and-answer form. This has been done to enable the students to prepare for their examination in a thorough manner and within a limited period of time at their disposal. Treatment of the subject material has been done in a simple language and lucid style.

5. In order to facilitate the recapitulation of the topic studied, '*conclusion*' *and* '*points for revision*' *have been given at the end of the chapter.* While dealing with every topic and subject, an attempt has been made to divide it into several heads and sub-heads. This has been done with a view to provide easy apprehension of the topic to the student.

6. We are confident that the book shall be *useful for the students.* Suggestion for the improvement of the book shall be greatfully acknowledged.

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Part I

COMPARATIVE EDUCATION—GENERAL

CHAPTER I

DEFINITION, METHODS, CONSTITUENTS AND ITS DEVELOPMENT

Q. What do you mean by comparative education ? Define briefly, giving its methods of study, constituents and its development ?

Or

Give a brief description of comparative education, its scope, method and development ?

Comparative education and its importance.—This is an age of comparative study. Because of scientific and technological development, nothing has remained absolute. Everything has to be studied in its comparative perspective. What is seen today in one perspective may be seen tomorrow in another perspective. What is happening in one country is judged from what is happening in another country. Everything has acquired a comparative perspective in view of the co-operation between different countries and nations of the world. No country or sector of the society can now think of looking at a thing in an independent manner. There is comparative education, there is comparative linguistic, there is comparative social education and there is comparative study of different branches of science.

The comparative study also helps the study of the subject in proper useful manner. It helps us to know what is the importance of a particular branch of study, in relation to other branches of study. The credit for introducting the comparative education goes to *Sir Michael Sadler, Nicholas Hans, I. L. Kandel, ect.* They were, in fact responsible for ushering in a new era of education. This branch of knowledge had its beginning in the second decade of the nineteenth century. In fact, nineteenth century has been responsible for development of several new branches of study.

Comparative Education—meaning, definition and aims and objects.—Really speaking, cultures of different countries are reflected in the educational set up. On the other hand, education also influences the development of different cultural patterns. In order to understand the cultural patterns of different countries, it shall be useful to study the educational set up of these countries. This study is known as 'Comparative Education'.

Comparative Education as defined by Nicholas Hans.—Dr. Hans has been one of the fathers of this new branch of knowledge. He has, more or less, defined comparative education in the words in which Kandel has done. *Professor Nicholas Hans* has in this context said :—

> "It appears that Comparative Education has followed the way of earlier branches of comparative studies. The development of comparative law, grammar, comparative religion and even of the scientific branches like comparative anatomy followed the same pattern. They all started by comparing the existing institutions, living languages or adult organisms. Gradually, however, these comparisons led the pioneers of these studies to look for common origins and the differentiation through historical development."

In fact, the main object of comparative education is to find out these basic principles, that determine the development of the different national systems of education. In fact, Hans is quite scientific and systematic in finding out the various ways and methods of comparative education.

Comparative education as defined by Marc-Antoine Jullien de Paris.—Really speaking, it was *Jullien de Paris* who made the first attempt at comparative education in 1817. Then, it was not the situation as we find today. Today comparative education is treated as a subject of study in almost all the training colleges and the syllabus of the teahcers' training courses. But then it was not so. He too formulated the purpose and the methods of comparative study of education. He said :—

> "Education, as other sciences, is based on facts and observations, which should be ranged in analytical tables, easily compared, in order to deduce principles and definite rules. Education should become a positive science instead of being ruled by narrow and limited opinions, by whims and arbitrary decisions of administrators, to be turned away from the direct line which it should follow, either by the prejudice of a blind routine or by the spirit of some system and innovation."

In those days the system of comparative education was not very scientifically planned. With the passage of time, things continued to develop further. Mathew Arnold was one of the pioneers of the comparative education in England. Then came *Sir Michael Sadler*. He defined it in the following words :—

> "In studying foreign systems of education, we should not forget that the things outside the schools matter even more than the things inside.....A National system

of education is a living thing, the outcome of forgotten struggles and difficulties and of battles long ago. It has in it some of the secret workings of national life."

Sir Michael Sadler has further said :—

"The practical value of studying in a right spirit and with scholarly accuracy the working of foreign systems of education is that it will result in our being better fitted to study and understand our own."

Definition of Kandel.—*I. L. Kandel* has defined comaparative education in a more elaborate manner in his book entitled '*Studies in Comparative Education*'. He has, in this context, said :—

"The comparison of the educational systems of several countries lends differences to a variety of methods of treatment, depending somewhat on its purpose. One method of approach might be statistical.....from this point of view there would be compared the total national expenditures for education, the cost, the size and character of school buildings, per capita costs for different items of expenditure in educational systems, the enrolment, average attendance and retention of pupils through the different levels of educational ladder....."

Professor Kandel has, in this respect, further said :—

"The chief value of a comparative approach to educational problems lies in an analysis which has produced them in a comparison of differences between the various systems and the reasons underlying them and finally, in a study of the solutions attempted. In other words, the comparative approach demands first an appreciation of the intangible, impalpable spiritual and cultural forces which underlie an educational system ; the factors and the forces outside the school matter even more than what goes inside it.

In fact, *Kandel* wanted that in comparative education the basic principles and the cultural patterns that influence the education must be properly studied. In fact, without this, it is not possible to have a correct idea of the systems of education in different countries. *Kandel* explained his idea of comparative education more scientifically in his monograph, '*Comparative Education*' publishad in the American review of Educational Research in 1936, in which he said :—

"The purpose of Comparative Education, as of comparative law, comparative literature or comparative anatomy, is to discover the differences in the forces and causes that produce differences in educational systems."

In fact, *Kandel* wants that underlying principles which govern the development of all educational systems of education must be properly studied. Then only it would be possible to take an idea about the systems of education.

Professor Friedrich Schneider, the Director of the Institute of Comparative Education, Salzburg, Germany, made common study of the comparative education. He also gave a definition of the comparative education. In his study and the study of education, he also analysed the various factors that cover the educational theory and practice. He has not only defined the comparative education but also divided the material into the following factors:

(1) National character
(2) Geographic space
(3) Culture and Science
(4) Philosophy, economic life and politics
(5) Religion and history
(6) Foreign influences and development of pedagogics.

Other authors of comparative education have also tried to follow, more or less, the same pattern as is followed in other systems of comparative study. This saw its beginning in the nineteenth century and has come down to the twentieth century.

The view-point of J. F. Cramer and G. S. Browne in regard to Comparative Education.—Cramer and Browne have liad stress on the study of the causes of the differences and also the causes of backwardness of certain countries in the field of education and, on the other, developed stage in other contries. These authors hold the view that the educational system is very much influenced by socio-political and religious factors. While making a comparative study of the education, these factors have to be kept in view.

Cramer and Browne have expressed the view that educational systems are very much influenced by socio-political powers. If a system of government is anxious to keep the whole of the society under its control, it would certainly adopt a system of education that can change people. On the other hand, a society that wants to keep its citizens free shall follow a free systam of education.

King's view-point in regard to the comparative education.—*Professor Edmund J. King* occupies an important place in the field of education, specially comparative education. In his book, '*Other schools and Ours*', published in 1958, he has tried to define the comparative education and its basic qualities. He has said that we can have proper idea of education only when we have a comparative idea of the different social institutions, social and educational ideas and other factors. He has laid stress on having

proper understanding of the dynamic nature of man before having an idea of the dynamic nature of education. He wants that different systems of education prevalent in different countries should be studied in the background of the world education or world system of education. This may or this may not be acceptable to many of us, but the fact remains that it is the only scientific method of having proper comparative study of different systems of education.

Comparative Education as seen by George Bearday.—*George Bearday,* who was the professor of comparative education in the Columbia University, has tried to see comparative education in the light of basic philosophical and social principles of a particular cultural set up. He has, therefore, said that comparative education tries to understand the similarities and dis-similarities of the educational systems. The main object of the comparative education is that the qualities and drawbacks of different systems of education should be properly understood. Bearday feels that one of the objects of comparative education is to find out the characteristics and qualities of educational system of different countries of the world. Study of comparative education is not made only with the object of finding out the qualities of the system of education but it also tries to have a study in the proper perspective. In short, the object of comparative education is the analytical study of the basic principles of educational systems of different countries in a historical perspective. The following lines of *Dr. Nicholas Hans* clarify this point further :—

> "The analytical study of these factors from a historical perspective and the comparison of attempted solution of resultant problems are the main purpose of Comparative Education. The application of the findings of these studies is outside the scope of Comparative Education proper and belongs in its theory to the philosophy of education and in its practice to thhe administration and organisation of education."*

DEVELOPMENT OF COMPARATIVE EDUCATION

Comparative Education as a branch of knowledge did not grow up all of a sudden. It is a result of consistent and gradual development. Like several other branches of comparative study, Comparative Education also saw its beginning in the nineteenth century. It was *Marce-Antoine Jullien de Paris* who formulated the purposes and the methods of this study in 1817. Later on, it was in the twentieth century that this branch of knowedge took a scientific form. Later on, several other educationists of America as well as Europe contributed to the development of this branch of know-

*Comparative Education—*Prof. Nicholas Hans*

ledge. *Mathew Arnold*, who had an opportunity to visit Franch and Germany, also made pioneering efforts in this direction. Later on, *P. Monroe, Faster Wattson, Kandel, Sir Michael Sadler etc.* also contributed to the development of this branch of study. The history of the development of the Comparative Education may be studied under the following heads :—

(1) First stage of the development of Comparative Education

(2) Second stage of the development of Comparative Education

(3) Third stage of the development of Comparative Education

(4) Comparative Education today

It will be worthwhile to study all these stages of the development of Comparative Education a bit in detnil.

(1) First stage of the development of Comparavive Education.—The beginning of the Comparative Education was made in the year 1817, when *Jullien* laid stress on the need of comparative education. He studied education like a science. During the whole of the nineteenth century, an attempt was made to study the comparative education on the lines suggested by *Marc-Antoine Jullien de Paris*. In the early stages, the coparative education was more descriptive and informative in regard to education in foreign countries. In those days, reports on foreign school and foreign educational methods were prepared and published. *Professor John Griscom* of New York city was the first to prepare such a study report, after his visit to the educational institutions in Gt. Britain, France, Italy, Holland and Switzerland under the heading '*A Year in Europe*'. This book saw the light of the day in 1818-19. Then in 1891 *Victor Cousion*, professor of Philosophy in France, visited Prussia and published his famous report, '*Report on the State of Public Instruction in Prussia*'. Then, after *Mathew Arnold*, in 1898-1911 a report of education was published under the title '*Special Reports on Educational Subjects*'. *Sir Michael Sadler* edited this report. Then, *Henry Barnard* published his study entitled, '*The American Journal of Education*'. This was, in fact, a journal on comparative education and run into 31 volumes. Later on, other books on these very lines were also published. *Sir Michael Sadler* can be said to have given consummation to this process in his work, '*How For Can We Learn Anything of Practical Value From the Study of Foreign Systems of Education*'. This book saw the light of the day in 1900.

(2) Second stage of the development of Comparative Education.—The first half of the twentieth century is regarded as the second stage of the development of comparative education. In the first stage, different constituents and factors, that influenced the study of comparative education, were not fully taken into account. Now the situation has changed. In this stage, Russian

philosopher and educationist, *Sergius Hessen*, made an attempt to study comparative education from a philosophical point of view. His book was published in 1928. In fact, during this period, attempt was made to study comparative education from the point of view of the success of different systems of education. *Sir Michael Sadler* can be said to be the pioneer of this direction of the study of the comparative education as well. Then Professor *I. L. Kandel* in his book, '*Studies in Comparative Education*' published in 1933 tried to compare the systems of several countries from a variety of methods, treatment, *etc.* depending somewhat on its purpose. He laid great stress on nationalism and national character as a historical background to actual conditions. He also laid stress on the necessity of a historical approach and study of determining factors. He tried to amplify his idea further in the book '*Review of Educational Research*'. Then *Professor Nicholas Hans* improved upon this idea and also brought about greater development.

Apart from these authors, *Professor Freidrich Schneider*, Director of the Institute of Comparative Education, Salzburg, *Professor J. Dover Wilson* and others have tried to carry this study further.

(3) **Third stage of the development of Comparative Education.**—The period after 1950 is called the third stage of the development of comparative education. *Professor Bearday* has called this study as an analysis and this period as the period of analysis. In fact, during this period great stress has been laid on the analytical system of the education in different countries. In this direction, attempt has also been made to keep in mind social, political, economic and religious factors. The factor of success or failure of this system of education has also been kept in mind while analysing the system of education. Comparative Education in this era of analysis has been making long strides in the field of development. It is recognized that the study of comparative education does not end with comparing the two systems of education by comparing different facts and figures in regard to these systems. The need today is to study them in the background of social institutions, traditions and other factors that influence the socio-political system of a country. This, in fact marks the chief difference between the second and third stage of the development of the comparative education.

(4) **Comparative Education today.**—The third stage of the development of comparative education has not ended. It is going on and today attempt is made to study different systems of education, keeping in view different factors that have brought about their development. The process of the analytical studies of the comparative education goes on.

Role of Sadler in the development of Comparative Education.—

Sir Michael Sadler has played a historical role in the development of comparative education as a branch of study. What he said in 1900 holds good even today.

> "In studying foreign systems of education we should not forget that the thigns outside the schools matter even more than the things inside the schools, and govern and interpret the things inside. We cannot wander at pleasure among the educational systems of the world, like a child strolling through a garden, and pick off a flower from one bush and some leaves from another, and then expect that if we stick what we have gathered into the soil at home, we shall have a living plant. A national system of education is a living thing, the outcome of forgotten struggles and difficulties and of battles long ago. It has in it some of the secret workings of national life. By instinct in often lays special emphasis on these parts of training which the national charcter particularly needs. Not less by instinct, it often shrinks from laying stress on points concerning which bitter dissensions have arisen in former periods of national history. But is it not likely that if we have endeavoured, in a sympathetic spirit, to understand the real working of a foreign system of education, we shall in turn find ourselves better able to enter into the spirit and tradition of our own national education more sensitive to its unwritten ideals, quicker to catch the signs which mark its growing or fading influence, readier to mark the dangers which threaten it and the subtle workings of hurtful chauge? The practical value of studying in a r ight spirit and with scholarly accuracy the working of foreign systems of education is that it will result in our being better fitted to study and understand our own."

Sir Michael Sadler has laid great stress on the national characteristics and the national character in the study of the educational system of a particular country. He believes that these two factors influence a particular system of eduction to a very great extent.

Role of I. L. Kandel in the development of Comparative Education.

Historical role of *Kandel* in the development of comparative education is not, in any way, less important. He has laid greater stress on nationalism and national character as a historial background to actual conditions in the study of the educational system of a particular country. He has, in this, regard, said :—

"The chief value of a comparative approach to educational problems lies in an analysis of the cause which hava produced them, in a comparison of the differences between the various systems and the reasons underlying them, and finally, in a study of the solutions attempted. In other words, the comparative approach demands first an appreciation of the intangible, impalable spiritual and cultural forces which underlie an educational system; the factors and forces outside the school matter even more than what goes inside it."

Role of Nicholas Hans in the development of Comparative Education.

Prof. Nicholas Hans has played quite an important role in the development of comarative education as a branch of study of education. He has tried to develop further the idea of *Kandel.* He has also laid stress on the study of comparative education, like a science. He also believes that national character and national characteristics play a vital role in the development of the educational system. Social and physical environments also play an important role and they are also to be taken into account while making a study of the comparative education.

DIFFERENT METHODS OF THE STUDY OF COMPARATIVE EDUCATION

Importance of the methods.—In the field of Comparative Education, the methods of study occupy an important place. With the help of these methods, it is possible to have an assessment of the achievement and failures of the systems of education of different countries and try to evolve a system of education suited to that country, keeping in view the social factors, traditions, social changes and other requirements of the nation. Educationists in this field have evolved different methods of education. It will be worthwhile to have an idea of these methods.

(1) **Descriptive Method.**—This method had its way mostly in the nineteenth century. John Griscom was one of those persons who collected description of the education in different countries. Similarly, Victor Cousin France also published a report of education in different countries. Mathew Arnold and Horace Man are some other educationists, who have used this method. Michael Sadler has also paid a good deal of attention to this system of education. In this method, an attempt is made to give a description of the system of education, that is found in a particular country and then compare it with the system of some other country. This method is called descriptive, because here only description is made.

(2) **Qualitative and Quantitative Method of Study.**—In the descriptive method, while making study of the educational

system of a particular country, the qualitative and quantitative factors are so inter-linked that it is not possible to separate them and throw light on them separately. In this method, an attempt is made to study the similarities and dissimilarities of different educational systems.

(3) **Statistical Method of Study.**—Some of the educationists have laid stress on statistical method of study in Comparative Education. In fact, it is another name given to Quantitative Method of study. In this method, great stress is laid on the statistical data, because it helps to have a proper idea of the educational system of a particular country.

The statistical method of quantitative method has been very much in vogue in United States of America. There educationists hold the view that in the study of Comparative Education through this method, greater objectivity is possible and so study of the Comparative Education can be made effectively useful.

Limitations and limited utility of the statistical or quantitative method of study.—Statistical or quantitative method of Comparative Education has a limited utility. It has been found out as a result of these methods not only in America but in Soviet Russia also. Attempt has been made by Russia as well as India to bring about the quatitative expansion of education and the studies have revealed that is has resulted into decline of the standards of education. In short, it can be said that this education has a limited utility.

(4) **Historical Method.**—The fourth method of the study of Comparative Education is the historical method, that lays great stress on the factors that have brought about the development of the present system of education. It cannot be denied that the research of the historical development of the education occupies an important place in the study of this field. This system of education has a good deal of utility. Through this method, it is possible for us to find out the factors that are responsible for a particular system of education.

The historical methods has a good future. Through this method, it is possible for us to know about the past of the educational methods and also the future of it. Through this method, it is also possible to know about different social and political institutions that have changed the course of event of education.

What Nicholas Hans has to say about the Comparative Method of education.—Nicholas Hans has laid great stress on the historical method of the study of Comparative Education. He thinks that this has been, by and large, the most popular method of study. He has also put forward the view that Comparative Education got inspiration and encouragement from the study of

other branches of knowledge that lay a great deal of stress on comparative system of study. This method was very popular during the second phase of the development of the study of Comparative Education.

Kandel's view.—I. L. Kandel has also laid great stress on the historical method of the study of Comparative Education. In his book 'Comparative Education' he has said that the historical method helps us to have an idea of different problems of education of a particular country and certain other factors as well. Hans has added certain other factors to it.

Friedrich Schneider's view in regard to Historical Method of Study.—Friedrich Schneider edited 'International Review of Education' and through this journal laid stress on the historical method of education. He feels that through this method, it is possible to have an idea of the factors that influence the national character and the national system of education of a particular country. He used the historical method in the field of education and proved beyond doubt that it is an used method of study.

Limitations and the utility of the historical method of study. —Although historical method of study is quite useful and important in the study of the Comparative Education, yet it has a limited utility. In this method, it is not possible to have hundred per cent of objectivity. On the other hand, it also laid great stress on the past. In this way, it can be said that it has a limited utility, which is in no way, less important.

(5) **Sociological Method of Study.**—This method of study came to be used in the field of the study of Comparative Education when the educational system started to be studied in the background of the social factors. Sir Michael Sadler is one of the pioneers of this method of study. He laid stress on the study of the system of education in foreign countries. In 1902 he wrote that the educational system of England cannot be studied in isolation. It has to be viewed in the perspective of educational system in Germany, America, France and such other countries.

Apart from *Sir Michael Sadler, Silliam, T. Harris* has also laid stress on the sociological method of study in the field of Comparative Education. He has held out the view that the system of education is very much guided by the social factors. It also aims at creating good citizens in the perspective and background of the social objectives of a particular nation.

This sociological method has also been responsible for the exchange of the cultural ideas and views.

Limitations and utility of the sociological method of education.—Sociological method of study in the field of Comparative Education is doubtlessly very useful, but it connot be denied

that it has certain limitations as well. In this methods of study, we neglect the individual completely. It also does not take into account the factors, other than social, that influence the system of education. In short, it can be said that this method also has a limited utility.

(6) **Analytical Method of Study.**—This method of study is the gift of the third and the present phase of the development of the Comparative Education as a branch of study. Today great stress is laid on analytical method in the study of the field of Comparative Education. Comparactive Education is studied like a science subject. In this method of study, several factors, that have influenced the system of education of a particular country, are analysed and studied in the proper perspective. In America and Japan it is very much in vogue. This study passes through the following four phases :—

(1) **First phase of analytical method of study.**—In this phase or at this stage, the relevant data about the educational system of a particular country is collected.

(2) **Second phase of analytical method of study.**—In this phase, the data that has been collected is compared.

(3) **The third phase of analytical method of study.**—In this phase, shifting is done. Attempt at classification is also made. The data, that belongs to one particular category, is classed under one head.

(4) **Fourth phase or stage of analytical method of study.**—At this stage of the analytical method of study, the systems of education of different countries are studied on the basis of hypothesis that is evolved at the third stage and the conclusions are also drawn.

Limitations and utility.—The Analytical system of the study of Comparative Education has certain limitations as well. It cannot be said free from drawbacks. Sometimes it by passes the facts and the factors that are very much responsible for the development of the educational system. It requires so much of objectivity that sometimes it is impossible to reach it.

(7) **Synthetical Method of the Study of Comparative Education.**—This is just the reverse of the Analytical Method of Study. In this method, the whole world is treated as one single unit and the study of a particular system of education is made in the light of the requirements of the world. It was Edmund J. King who laid great stress on this method of study. He published his book 'World Perspective in Education' in 1962. Since then, this method has been in vogue.

Comparative Education adopts different methods of study.

It is, in fact, still in the process of development. The final word, in this regard, cannot be uttered.

CONCLUSIONS

1. Comparative Education is the gift of the nineteenth century which has been described as an age of Comparative study.

2. Sir Michael Sadler, Nicholas Hans, I. L. Kandel, *etc.* have been responsible for making this subject as an important subject of study.

3. Comparative Education has been described as a study of the different systems of education, keeping in view the basic principles.

4. Educationists and thinkers like Mare-Antoine Jullien de Paris, Sir Michael Sadler, Kandel, Nicholas Hans, *etc.* have defined Comparative Education in different ways.

5. Cramer and Browne have laid stress on the study of the educational systems, keeping in view the socio-economic principles.

6. George Bearday holds the view that Comparative Education should be seen in the light of the basic philosophy and social principles of a particular cultural set up.

7. Nicholas Hans believes in an analytical study of the basic principles of the educational set up of the country, keeping in view the historical perspective.

8. The development of the Comparative Education took place towords the beginning of the nineteenth century and this process has been going on since then.

9. The development of the Comparative Education may be divided in the three stage :—

(*a*) The first stage began from 1817 and ends by 1900. During this period Marc-Antoine Jullien de Paris, Henry Barnard, Sir Michael Sadler, *etc.* were mainly responsible for the development of Comparative Education at this stage.

(*b*) The second stage began with 1900 and went on up to the end of the first half of nineteenth century. Sir Michael Sadler, I. L. Kandel, Nicholas Hans, *etc.* have contributed a lot in this stage of the development.

(*c*) From 1950 began the third stage of the development of the Coparative Education. Today attempt is made to study different systems of education, keeping in view different factors that have brought about their development. Great stress is laid on analytical study.

10. Sir Michael Sadler, Prof. I. L. Kandel, Prof. Nicholas Hans and others have played a vital role in the development of the comparative study of education.

11. Comparative Education has a vast scope and it has been studied through different methods. Following are the chief methods of the study of Comparative Education :—

(*a*) Descriptive method of study

(*b*) Quantitative or qualitative method of study

(*c*) Statistical method of study

(*d*) Historical method of study

12. Nicholas Hans has laid stress on the importance of Comparative study of educational systems, keeping in view the historical factors.

13. I. L. Kandel and Friedrich Schneider have also laid stress on historical method of study of Comparative Education.

14. Sociological method is also an important method of the study of Comparative Education. In this method, the educational system is studied, keeping various social factors in view.

15. Today Comparative Education is studied like a science subject. It is studied through Analytical Method, which has its own importance.

16. Synthetic Method is also employed in the study of educational systems of different countries.

17. In fact, different methods are being employed for the study of Comparative Education. No final word can be said in this regard.

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CHAPTER II

PERTINENT FACTORS OF COMPARATIVE EDUCATION

Q. Describe briefly the factors that are responsible for the development and study of Comparative Education ?

Factors of Comparative Education.—Comparative Education is based on different factors. Sociological, political, economic and other factors have influenced the study of Comparative Education, In fact, these factors are, more or less, the same that have influenced the development or growth of an individual or a society. Normally, the following factors have influenced the development of Comparative Education :—

(1) Natural factors of Comparative Education.—There are certain natural factors that have influenced the development of Comparative Education. These factors are natural as well as social. These factors include the following :—

(*a*) Racial factor

(*b*) Linguistic factor

(*c*) Geographic and economic factor.

It may be worthwhile to study them a bit in detail.

(a) Racial Factor of Comparative Education.—Racial factor does influence the development of a particular system of education. This is very much illustrated by an example of the British rule over India. Britishers thought that they were meant to rule over India and they were racially superior to the people of this country. They, therefore, decided to use the system of education for maintaining their superiority. They kept the Indians ignorant about their cultural traditions and used English as the medium of instruction.

The racial factor does influence the development of a particular system of education in the sense that it has its own impact on the relationship of different races. It can be very well judged from the following lines :—

> "....Examples of racial or *quasi*-racial problem in education prove their complexity and the difficulty of finding a purely educational solution. The policies of the

white rulers are more influenced by political, economic and social considerations than by the result of the psychological investigations or the demands of the educational principles."

(b) **Linguistic factor of Comparative Education.**—Language also falls within the category of natural factors. Language is one of the symbols of a nation and has direct relationship with the race. That is why, almost all the races have a language of their own. Language is also a cultural and a social heritage. It, therefore, plays a vital role in the educational system of a particular country. The countries that have adopted their national language as the medium of instruction have made long strides in the field of the cultural and political development. On the other hand, the countries that have acquired education through foreign languages have not been able to improve themselves so much. India and Japan are the cases in example. For a very long time, India continued to acquire education through a foreign language *i. e.* English, and the result Is that it has taken a longer period to bring about her development. On the other hand, Japan, which is a much smaller country as compared to India, taught its children through its mother tongue, *i. e.* Japanese, and the result is that it has improved much more as compared to India. France and England could develop so much because they laid great stress on imparting education through the medium of their mother tongue. The countries that have linguistic minorities have to solve the educational problem of these minorities if they want to improve their country. Through the Comparative Education, we are able to know about the importance of the language problem in different countries and also know about the ways in which these countries solved this problem. In other words, all this means that language occupies an important place in the system of education. *Prof. Nicholas Hans* has rightly said:—

"The examples of linguistic problems.....show clearly the importance of language in the educational systems. Educators who boldly undertake to impose a foreign language as the medium of instruction run the risk of losing the fruits of all their efforts by producing a generation with a superficial verbal knowledge unconnected with the surroundings and previous experience. This danger is especially great when the mother tongue and the school language belong to different linguistic groups. From this point of view, we express the doubt again whether the Negroes of Africa with their agglutinative and isolating languages can be transformed into French-speaking Europeans in any near future."

(c) Geographic and Economic Factors of Comparative Education.—Geography and Economics do influence the edueational systems. The educational system should be such that suits the economic and geographic factors. If a particular country is geographically rich, it can have an educational system, which would usher in a new era. Similarly, if a particular country is economically prosperous, it can think of changing the face of society. Geographical and economic factors are very much linked. The Industrial Revolution brought about a change in the educational system of England. Similarly, the Russian Revolution also changed the face of the Russian system of education. It has rightly been remarked :—

> "If Geography and Economics cannot influence the spiritual values of education and the definition of aims and purposes of national culture, they provide that necessary background and basis without which the educational system hangs in the air and may train generations of young men and women who are unable to apply their theoretical knowledge to practical life."

(2) Spiritual and Religious Factors.—Religious factors or spiritual factors do influence the systems of education of different countries. Europe is an example of this influence. Religious traditions of that continent have influenced the educational systems prevalent there. The same is true about India and other Islamic countries. These spiritual factors include the following :—

(*a*) Religious Factor

(*b*) Philosophical Factor

(*c*) Moral Factor

(a) Religious Factor.—Religion is an important part of spiritualism. The educational system of ancient India was very much influenced by the religion. The same has been true of the Islamic countries, and countries like England and America. It was towards the end of the nineteenth century and in the twentieth century that spiritualism and religion ceased to play such a dominant part on the system of education. Even then, it cannot be said that education has ceased to be guided by the religious factor.

(b) Philosophical Factor.—The system of education is guided and influenced by the philosophy, which is nothing but a sum total of ideas about life. Education cannot be divorced from the philosophy of life, because it has to fulfil the requirements of life. Philosophy has influenced education very much. This is very much borne out by the example of India. Here different schools of philosophy influence education and the educational system to a very great extent.

(c) **Moral Factor.**—Morality is an important part of religion. In fact, the basic aim of religion is to inculcate moral standards in people. The concept of morality has influenced the system of education. The countries that uphold the moral traditions also try to use education as a means of inculcating those moral standards in their citizens.

(3) **Secular Factors of Comparative Education.**—We have seen that religion, religious factors and spiritual factors have influenced the systems of education of different countries. On the other hand, we also find that in certain countries, certain factors that cannot be called religious or, in other words, that are called secular, have also influenced the systems of education of different countries. *Prof. Nicholas Hans* has enumerated them like this :—

(*a*) Humanism or factor of humanism in Comparative Education.

(*b*) Socialism

(*c*) Nationalism

(*d*) Democracy

The study of the secular factors, that influenced the systems of education of different countries, shall not be complete, unless we have studied the factors enumerated above.

(a) **Humanism or factor of humanism and Comparative Education.**—Humanism implies human as well as humane approach to educational problems. In other words, it means that in education human interest should not be suppressed by religious factors. The education should also keep in mind the fact that the child and its mind are growing and they should not be subjected to any sort of suppression, may be in form of discipline or method of instruction, that would check the growth of the juvenile mind. Guided by these factors, people in the medieval era revolted against the rigidities of the theocratic and religious education. Independent thinkers revolted against the policies of the church to impose a system of education that was not to the liking of the people. In England also, several independent educationists opposed the imposition of the religion on education. With the development of the science, this movement gained further strength. Later on, Froebel, Petalozzi, John Davey have tried to give humanism greater place in the field of education. This gained further ground in the nineteenth century. The revolution that took place in this period supported the movement for humanism in education and this had its influence on the educational systems of different countries. Now it is a recognized fact that education or educational system should be a secular one. It should be free from the influence of the church and other educational institutions. It should be guided by humanism and humanistic approach. Humanism, which,

in its original setting, meant the liberation of reason from the shackles of dogma and critical study of nature and humanity through the observation of actual facts, holds good even today. The following lines of *Bishop T. Spratt, F.R.S.*, from his history, are relevant even to our present day set up :—

> "It would be no hindrance to the minds of men if, besides those courses of studies which are now followed, there were also trial made of some other more particular ways, to prepare their minds for the world and the business of human life....."

> "We load the minds of children with doctrines and precepts to apprehend which they are most unfit, by reason of the weakness of their understandings; whereas they might with more profit be exercised in the consideration of visible and sensible things, of which impressions they are most capable because of the strength of their memories and the perfection of their senses."

(b) **Socialism and Comparative Education.**—Socialism is a term which is comparative of a recent growth. It came in vogue after the Ressian Revolution of 1917, although it was used a early as 1831 by Pierre Leroux. In fact, socialism is a way of life which is much more improved form of humanism. The credit for introducing the element of socialism in the field of education goes to the early reforms of the society like Robert Owen. Marx and Engles gave it a more scientific touch. They wanted to free the society, in which the education was also included, from the clutches of religion, which they considered to be a fantastic reflection in the human brain of those external powers which dominated their dull existence, a reflection in which the earthly power takes the form of super natural.

Today socialism has greater relevance to education. Education is a fit instrument for transformation of society doing away of the gulf between the rich and the poor. Today there is greater need for planning of education. The Communist countries have based their educational set up on the Marxian and Leninist interpretation of Marxism. They believe in the monopoly of state, secularization, productive work as an integral part of training, physical and military training, political indoctrination, both in and out of school through partisan youth organisation, and an emphasis on scientific subjects, as basic elements of education.

The factor of socialism is very important in the study of Comparative Education today. Many of the countries that believe in socialism and sacialist philosophy have organised their educational system in accordance with the needs of this concept.

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(c) Nationalism snd Comparative Education.—Nationalism is an integral part of every nation's life. It is a psychological phenomenon which engenders 'a common outlook and a common tradition' based on a myth of common ancestry. Language, religion, territory *etc.* add to the strength of this feeling. It is, in fact, a state of mind which results from social environment and education. It is, in fact, a movement which is also based on intentional presentation of facts in a particular manner.

Education has been a forceful agency of inculcating the feeling of nationalism in a group of people. The concept of nationalism, that we find today, is a result of historical development and a product of the nineteenth centry. This factor has influenced the systems of edcation to a very great extent. Germany could create that fobia of nationalism before World War II only through the system of education. Similarly, small countries like Japan, could grow strong only by inculcating in its citizens the feeling of nationalism through education. This holds good even today.

Educational systems of different countries are very much influenced by nationalism and national traditions. This is, therefore, an important factor in the study of Comparative Education.

(d) Democracy and Comparative Education.—Democracy is a way of life, which is based on tolerance and constitutional Government run by popularly elected representatives. Communist countries also have their own concept of democracy. They believe in socialist economy and state monopoly and this they also call as a democratic set up. In a democratic society, there is no place for distinction of any kind, whether sex, race, language, religion or economic status. In this set up, every citizen is given an opportunity to educate himself or herself and develop his or her personality. It is an important factor in the field of education. In a democratic set up, all are granted equal opportunities of acquisition of dessimination of knowledge. Great stress has been laid on the democratic set up of education in the countries that believe in democracy. India, America, England and such other countries are vitally concerned with this way of life and the education inspired by it. In such a set up, men and women have equal opportunities for acquiring different types of education. Nicholas Hans has laid great stress on democracy as an important factor in the study of the Comparative Education. No doubt, various political thinkers have given their own definitions about democracy. In spite of these variations in definition, the basic thing remains that in a democratic education, there is neither discrimination nor there is denial of opportunities to all.

Relationship between education and democracy has been dealt at length by John Louis. While studying different systems of education, we have to keep in view the extent to which these

systems have adopted and observed the democratic principles. It is also an accepted fact that education can play a vital role in the establishment and propagation of democratic values and traditions. It also teaches people to exercise their franchise, in a proper manner. In fact, this democracy should be interpreted from political as well as social angles and the educational systems should be studied in this light. The following lines of *Prof. Nicholas Hans* are relevant in this regard :—

> "Democracy certainly should be interpreted both from the political and social aspects, but equality of opportunity should mean much more than egalitarian uniformity. If the fundamental rights of the individual citizents, both from the political and economic point of view, are safeguarded by the Constitution, the various ways of building up a democratic educational system should be free to follow different natioal traditions and adapt themselves to the local conditions of each country."

Educational set up in different countries ha s its own qualities and basic traditions. Nicholas Hans has enum erated three categories of the factors that influence education :—

(1) Natural factors

(2) Spiritual or religious factors

(3) Secular factors

In 1956 *J. F. Cramer* and *G. S. Browne* improved upon this enumeration of factors in their work 'Contemporary Education'. They have said that the system of education of a particular country is guided by the following factors :—

(1) Sense of national unity.

(2) General economic situation.

(3) Basic beliefs and traditions, including religious and cu l-tural heritage.

(4) Status of progressive educational thoughts

(5) Language problems.

(6) Political background : Communism—Democracy.

(7) Attitude towards international co-operation and understanding.

All the educational systems are not guided and influenced equally by all these factors. In some educational systems, some factors predominate while in others, other factors. While making a comparative study of the different educational systems, we have to see how far they fulfil the political requirements and social aspirations of different countries. *Arthur Henry Moehlmen* has, in this respect, rightly said :—

"A nation possesses the key to its future if it understands the purposes and inner logic of its own culture. Education, when used independently, is the means for obtaining that key. There is no set formula for an educational solution which applies everywhere and at all times. It is necessary to study a system of education in its own cultural pattern, using a check list or morphology, covering philosophy, people, land, historical determinants and technology in relation to educational development."*

CONCLUSIONS

(1) Comparative Education or comparative study of the educational systems of different countries is influenced by several factors.

(2) Prof. Nicholas Hans has categorized these factors under the follwing heads :—

(*a*) Natural factors

(*b*) Spiritual or religious factors

(*c*) Secular factors

(3) Natural factors of the comparative study of education include the following :—

(*a*) Racial factors

(*b*) Linguistic factors

(*c*) Geographic and economic factors

(4) Racial factors influence the development of a particular system of study of education.

(5) Linguistic factors also influence the system of education. Education that is imparted through mother tongue is more lasting and more effective as compared to education that is imparted throgh a foreign tongue.

(6) Geographic and economic factors also influence a particular system of education to a very great extent.

(7) Spiritual of religious factors also influence the systems of education of different countries. These factors include :—

(*a*) Religious factors

(*b*) Philosophical factors

(*c*) Moral factors

(8) Religion has influenced the development of education of different countries like England, America and India.

(9) Philosophical factors have influenced the development of

*'Comparative Education'—edited by *Arthur Henry Moehlman.*

education. In fact, educational system reflects the requirements of philosophy of life.

(10) Morality or concept of morality has influenced the system of education.

(11) Secular factors of Comparative Education have played no less important part in influencing the system of education. Thesese secular factors include :—

(*a*) Humanism

(*b*) Socialism

(*c*) Nationalism

(*d*) Democracy

(12) Humanism or humane approach to education has been very much responsible for changes in the patterns of education and also development of certain patterns.

(13) Socialism has also influenced the development of education of different countries.

(14) Nationalism has also influenced the development of the educational systems of different countries. Education is, in fact, an agency for influencing the development of the feeling of nationalism and also building of national character.

(15) Democracy has played a vital role in the educational systems of different countries. It implies that no citizen shall be denied the apportunity for the development of his or her personality and also he or she will have equal opportunity for education. On the other hand, sense of democracy depends, to a very great extent, on education.

16. The factors of Comparative Education as enumerated by Nicholas Hans were improved upon by Cramer and Browne.

17. In all educational systems, all the factors are not present. Some are guided by some factors, while others by other factors. It depends upon the political and social requirements of dfferent countries.

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CHAPTER III

BASIC REQUIREMENTS OF EDUCATION IN DIFFERENT COUNTRIES

Or

EDUCATION IN VARIOUS CULTURES OR COUNTRIES

Q. Described briefly the basic requirements or basic principles of educational systems of different countries ?

Or

Give out clearly the basic requirements of education in various countries or cultures ?

Basic factors of educational set up of different countries or different cultures.—No two countries or cultures have identical set up of education. Educational systems of different countries very from one another. The basic requirements of culture are responsible for these variations. In spite of these variations, there is a constant relationship between the society and the education. Nicholas Hans as well as Cramer and Browne, while enumerating the basic factors, did keep an eye on these requirements. Nationalism or national unity, religious or cultural traditions are very much responsible for the systems of education. This is what is contained in the following lines :—

> "What do we mean by comparative study of education ? It is the systematic examination of cultures and, in particular, their systems of educations in order to discover resemblances and differences. This method may be used destructively or constructively. Sneering comparisons have brought conflict in everything from personal to national relations. There is a whole literature of international slurs with regard to language, religion, dress, food. Constructive comparison is quite otherwise. The students or researcher with a special interest in education sets structural outline or morphology which he uses to study each system of education in its culture pattern with regard to its time, space, and people. He made this view each system of education in its own cultural setting—historical, social, economic and political. The use of

the same morphology for each investigation facilitates constructive comparative study of education in various cultures. It becomes evident that no one has a monopoly upon an intelligent educational system. Each culture pattern has its problems, which it has attended to solve in its own way."*

Normally the following factors are basically responsible for educational patterns of different countries :—

(1) **The feeling of national unity or nationalism.**—An educational system can develop successfully only when the people of the country are bound together by a sense of national unity or nationalism. It is also necessary for education to develop this feeling. In America William T. Harris, John Louis and other have tried their best to develop a sense of unity amongst the American people, in view of the fact that America is inhabitated by the people who belong to different races and speak different languages. The same has been true about Gt. Britain. In Germany and Japan people could make so much of development because of the feeling of nationalism or national unity. After World War II, the countries of Africa and South East Asia, that have become free, are very much influenced by the feeling of nationlism or national unity. The need is to evolve such a system of education that would inculcate the feeling of nationalism among different countries. This is true of all the countries, whether they follow one political system or the other.

(2) **Cultural heritage.**—The educational system must inculcate in citizens a love for their culture and pride for their cultural heritage. There are certain universal and basic elements of the culture of a particular country. They are based on the values of life, religion and cultural values. They remain unchanged by the social, political and other changes. The need is to preserve these values. They inculcate in the citizens a sense of pride for cultural heritage. Without these values, nationalism cannot grow properly.

(3) **The question of minorities and majority.**—In several countries, there are several groups of minorities. These minorities do not necessary follow the religion or the language that is followed and spoken by the majority. In spite of this, it cannot be denied that they belong to a particular nation or a country and have a feeling of nationalism. In order to make minorities confident about their existence and also inculcate in them a sense of security as well as pride for cultural heritage, education is a free instrument. This requires re-organization and change in the educational set up and curricula. In a country like India it is all the more necessary to evolve a system of education, which would

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*'Education in Various Cultures'—*A. H. Moehlman.*

make the minorities realise that they are the partners in the cultural heritage of India.

(4) **Economic factor or economic capability.**—Educational system of a particular country is very much guided by general economic situation. An econemically prosperous country can afford any system of education. On the other hand, a poor country cannot afford the luxury of an expensive educational system. The education has to be such as to suit the economic conditions of a particular country.

On the other hand, the educational system has also to meet and fulfil the economic requirements of a particular country. The education system of India has to meet the requirements of a developing economy.

(5) **Preservation of national interests.**—The educational system of a country should be able to provide avenues of employmet to its people. It should also be capable of maintaining and preserving the national interests. The economic base of the education of a country should be such that it can preserve the national interests.

(6) **Capable of bridging the gulf between the rich and the poor.**—Educational system, whether it is of a country believing in Democracy or a country believing in Communism, has to be such that it is capable of bridging the gulf between the rich and the poor. Unless it is done, the society shall have warring classes and the class conflict is likely to destroy the basic cultural values.

(7) **National character.**—National character and economic conditions are very much linked. Normally, the economic conditions do influence the national character. On the other hand, national character also influeuces the educational set up. What is needed is that the educational set up should try to keep and maintain a national character.

(8) **Political background and the educational system.**—Political ideology does influence the development of a particular system of education. In fact, today education is used as an instrument of the propagation of political ideology. On the other hand, political systems also influence the systems of education. What is needed is a strong and balanced relationship between the educational set up and the political organization of the country. From this point of view, the following factors have to be kept in view :—

(*a*) People and their political system

(*b*) Administrative set up and education

(*c*) Democracy and education

(*d*) Educational philosophy or educational ideology

(a) **People and their political system.**—Adminisirative set up or machinery has to fulfil the requirements and the aspirations of people. When the administrative set up fails to meet the requirements of people, there is a revolution. Education conveys the aspirations and requirements of the people. People also express their desires through admiuistrative machinery. Unless the administrative set up is able to meet these requirements and aspirations of the people of the country, it cannot be said to be useful for the people.

(b) **Administrative set up and education.**—It is not necessary for the educational system of a country to be subservient to the political set up of that land. Sometimes, it changes the political set up and also causes a lot of dissatisfaction against an incompetent political machinery. On the other hand, in a manolithic system of the Government, educational system is used as an agency for inculcating the ideals of the political set up. This is mostly true of the Communist countries. There education has to subserve the ends of the political machinery. In other words, it cannot be said that in an authoritarian society, education becomes subservient to political set up.

(c) **Democracy and education.**—In a democratic set up, a good deal of opportunity is provided for independent thinking. This is quite in opposition to the Communist system of the Government. Prof. Nicholas Hans has laid great stress on education in a democratic set up. It is education that makes democracy successful and makes people alive to the requirements of democracy.

(d) **Educational ideology.**—In every national system of education, the progressive elements of the educational policy are of great value and importance. The success of educational system depends, to a very large extent, on its capability to meet the contemporary requirements of the society. Socio-economic conditions do influence the educational ideology and educational set up. The countries that have conservative social system do not accept the new trends of the education. This has an adverse effect on the progress of the society. In fact, the educational set up and educational ideology is very much influenced by different factors. An educational system that is decentralized has more possibilities of progressive trends as compared to an educational system that is very much centralized. Most of the democratic countries are, therefore, very anxious to bring about the decentralization in the field of education.

(9) **National Language.**—The national language occupies a very important place in the educational system of every country. Most of the countries impart education through the medium of their national language. It the countries where there are regional languages as well, along with the national language, national

language is taught almost at all levels of education, as is the case with Soviet Union. National language is, in fact, a link language and should get encouragement and respect. This is true about the national language in India, as well.

(10) **Culture and National Language.**—In almost all the countries, the cultural values find their expression through the national language. They also inculcate the feeling of national unity. It is always necessary to develop the national language. Without a rich and prosperous national language, the cultural values of a country cannot be preserved.

(11) **The Problem of Language.**—In some other countries, there is the problem of the language. This problem is sometimes responsible for certain drawbacks in the development of the educational system of a country. Students are able to develop themselves properly only when they get education through their mother-tongue or the national language. In fact, education should be imparted through the medium of the mother-tongue. This has been emphasised not only by the educationists of the world but has also come to be realized through experimentation. In the countries where more than one language are spoken, there is a problem of the language. This problem has to be solved in a very amicable and nice manner. In such countries, national language has to be given due regard and due place.

Linked with the problem of language is *the problem of script.* Almost all the right thinking educationists and politicians have laid stress on a common script. This problem is merely illustrated by the Indian scene. In our own country, there is a national language, but all sorts of things are done against it. On the other hand, a good deal of stress is laid on the development of the regional languages. These regional languages have different scripts. What is necessary to be underssood in this perspective is that national language should be give due place not only in education but in national life as well. Only national language can provide a backbone to the healthy system of education. The example of Russia has proved it beyond doubt.

(12) **International Co-operation.**—After the end of World War II, national co-operation or co-operation between different nations has become imperative for educational and cultural development of the world. International agencies have come to realise that unless there is co-operation between different nations of the world in the field of education and cultural development, war cannot be completely done away with. Every national system of education has to keep in mind the aspect of the international co-operation. U. N. E. S. C. O. and such other agencies are trying to bring about every possible co-operation in the field of education and other cultural activities.

(13) National Character and National System of Education.—Almost all the educationists are convinced of the importance of the national character and national characteristics, in educational system and educational set up. The countries where people have high national character, the educational set up is quite developed and useful. In fact, national character is a complex result and inter-mixture of several qualities. This multiplicity of factors does influence the educational system. Past plays an important role on the national character. That is why even in countries where educational system has been introduced by revolutionary facts, the influence of the past on the national character is quite visible. In reality, national character and education are interlinked. On the one hand, education is used as a means of building up and changing the national character, on the other, it is the national character that, consciously or unconsciously, influences the educational system. In short, it can be said that educational systems and national character cannot be separated easily.

Educational systems of almost all the countries are influenced by several factors. These are, in fact, the basic requirements. They include philosophical background, national character, socio-economic conditions, geographical factors, *etc.* Educational system, in fact, is the result of a sum total of all these things. It has to be studied in this perspective. Then only it shall be possible for us to have proper idea of the educational system of different countries and then only it shall be possible for it to fulfil the dream contained in the following lines of *A. H. Moehlmn* :—

> "Education has become a major instrument in cultural change. The evidence becomes increasingly clear that human nature can be changed and that education is a prime factor in this process. Education, both formal and informal, has accelerated the shift from rural to highly industrialized nations or culture in the time span of a few generations."

> "Human kind is unique in that it can construct its own dimensions of life. It lives in a world of symbols, which it has created itself, language, number, and formulae. Education is the great instrument for training human-beings in the use of symbols basic to their survival and progress.''*

CONCLUSIONS

1. Educational systems of different countries differ on the basis of cultural pattern of these countries.

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*'Comparative Education—Education in Various Cultures'.
—*A. H. Moehlman*

2. Following factors are responsible for the educational system of different countries :—

(*a*) The feeling of national unity or nationalism

(*b*) Cultural heritage

(*c*) Economic factor or economic capabilities of the country

(*d*) The question of minorities and the majority and the treatment meted out to the minorities

(*e*) Preservation of national interests

(*f*) Capability of the political system to bridge the gulf between the rich and the poor

(*g*) National character

(*h*) Political background

3. Political background does influence the educational system of a particular country. The political background includes the following :—

(*a*) People and their political system

(*b*) Administrative set up

(*c*) Democracy

(*d*) Educational philosophy or background

4. National language occupies an important place in education. If the medium of instruction of a particular country is the national language or the regional language, it is more effective.

5. Culture and national language also go together.

6. The linguistic problem or the problem of the language has very intimate relationship with the educational system. Similarly. the problem of script also affects the educational system of a particular country.

7. International co-operation plays a vital role in the educational system of a particular country. In fact, today the whole of the world has become one and so no educational system can be studied in isolation.

8. National character and national system of education are vitally linked. In fact, national character very much influences the educational system of a country.

9. On the other hand, the educational system goes a long way in building up the national character.

10. Educational systems of almost all the countries are influenced by several factors. In some countries some factors predominate, while in others, other factors predominate.

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Part II

EDUCATION SYSTEMS OF VARIOUS COUNTRIES

EDUCATION IN ENGLAND

CHAPTER I

DEVELOPMENT OF EDUCATION IN ENGLAND

Q. Trace briefly the history of the development of education in England ?

Or

Give a chronological study of the development of education in England ?

> ".....England has proved to the world her exceptional ability to incorporate new and radical ideas in the old inherited system without uprooting it. In education, as in other fields of national life, a similar process is going on, gradually changing the whole school system, preserving the outward traditional features, but substituted a new social content." —*Nicholas Hans*

Education and people.—Social systems are very much influenced by the people. The life, the ways of living, food habits and such other socio-economic factors determine and govern the social institutions of a country. Environment is very much responsible for the development of certain social institutions. People living in a cold country shall have food habits different from the people living in a hot country. They shall be sturdy and hard working. This shall govern their social institutions. In other words, geographical environment governs the social life and also the system of education. This is true about all the countries of the world.

Influence of geographical factors on the development of education in England.—England is an island within an area of about 50,000 square miles. It is surrounded on all sides by sea. It is situated in cold climatic region, but Gulf Stream provides it with a temperate climate. No doubt winter is severe in England and the rainfall is about 30″ to 60″, but it is so situated that it seems to be in the centre of the world.

England is rich in mineral wealth. For industrial development of a particular country, coal and iron-ore are required. Both these things are available in England. Coal mines are situated near the sea shore and so the coal can be transported quickly.

Since it is situated almost in the centre of the world, it has trade and commerce with different parts of the world. It is also not bad so far as agriculture is concerned. There are fields and the crop yield is also good. Its cotton crop is very good. On account of this cotton crop, it has developed a very rich textile industry. It is also rich in wool industry. Technologically and scientifically England has been in the front row of the nations of the world. It is true even today. In short, it may be said that it is a prosperous country.

Prosperity of a nation is bound to affect the education of the land. This is true of England as well. It is rich in educational facilities. Also in almost all the villages and cities there is facility for education. Literacy is more or less cent per cent. It has institutions and universities of higher education which are even today unmatched in the world. There was a time when Oxford and Cambridge were coveted names. Any nation of the world could be proud to have institutions of such eminence and importance. This has all been possible on account of traditions of England and its prosperity.

All the administrative agencies of England—Central administration, County administration and other local bodies, look after education.

Climate too has its influence on education. The climate of England is temperate. There is neither too much of heat nor too much of cold. In extermely hot countries educational activities are not possible during summer season. In extremely cold countries it is not possible to carry on educational work when there is too much of cold. That is why in India we have provision for summer vacations and in hill areas there is provision for winter vacation. People of England do not suffer from such handdicap. On account of these factors, different countries of Europe have also not been able to achieve so much progress in education as is the case of England. In cold countries generally grown-up children are sent to schools. Small childen cannot stand the cruelty of the climate. If snow is falling and the cold is extreme, small children are likely to fall sick. In England childern do not have to suffer from such a disadvantage. There, due to temperate climate, even small childern can go to school.

Being rich in scintific and technological development, institutions of England have the practical bias as well. Since it is a country rich in commerce and industry. Institutions have the technical bias as well. In other words, it means that along with theoretical teaching, practical work also goes on.

Impact of Economic Condition of England on Education.—Geographical conditions are very much responsible for the economic condition of a country. Since England is rich in geogra-

phical conditions, economically it is also rich. A rich country can afford to give best possible education to its sons. In this regard England has not lagged behind. It provides varied and variegated education to its sons. In regard to education, it is up-to-date. Institutions in England are diversified and so there is a good deal of scope for the development of indivldual talent. . Traditional culture of England also influences education.

The Industrial Revolution of 19th century influenced education to a great extent. This revolution, in fact, changed the face of the education. In spite of this change, the traditional values of England continue to be more or less the same. In this regard it has an unique personality. It changes in external features but its soul continues to be the same.

Impact of Political System on Education of England.—Political institutions have affected the education to a great extent. In a country where Governments change quickly educational system is bound to be affected. In England it is not so. There Government is stable and so educational system is changed after a good deal of thinking and planning. A country where rulers are fond of influencing the educational system, it undergoes quick changes. In England it is not so. In fact, England has a very rich democracy. There things are changed according to requirements of the people. They are also changed in order to enrich the culture of the people and meet the aspirations of the country. Between the period of 1902-1944, four times changes were made in the educational system of England. These changes were made because they were demanded by the people.

Freedom is the essence of the educational system of England. Curriculum and education in England is not planned by a political agency and thrust upon the teachers and the students. It is, in fact, evolved by the teachers themselves. Teachers occupy a very important place in the society and the educational system. They are supposed to be the ideals and guides to the society. The plans submitted by the teachers to the Government are carefully and respectably examined. No Government can afford to neglect the teachers. If it does so, it loses the confidence of the people at large. On account of this factor, originality is discernible in the educational set up of England.

National Character of England and its Impact on Education.—England is very rich in national character. Its National character has a fabulous value. People of England are, on one hand, very conservative and on the other very imaginative. They can sacrifice anything for their motherland. The chief quality of the people of England lies in respecting the Constitution and the conditions of the society. So education changes according to the requirements of the society and requirements of the situation.

People of England are quite practical and so they do not hesitate in accepting the changes, if they are made. Unlike our Indian people, they try to look at things from a pragmatic angle. They take things at face value and do not try to criticise them simply to show their ability or speciality.

On one hand English people are *'individualistic'*, but on the other they are very much alive to the collective interests. They would sacrifice their personal interest for collective interest. This thing has been more evinced in the II World War. On one hand, if they are prepared to uphold their old values, they are also prepared to re-model them according to the requirements of the present. This national quality of the people of England has made them respectable for the whole of the world. This national character has alo influenced their education in many respects.

Education of England before the 19th Century.—Before 19th century, education of England was in the hands of the church and other religious institutions. Different churches and religious institutions had their own system of education for their followers. These churches used to run the institutions according to their own faith and belief. In fact they wanted to prepare loyal followers and not properly educated people.

Education was then more or less a costly affair, A chosen few, who has resources, could go in for education. All the persons could not secure this facilitv. In fact, various historical events brought about changes in the system of education. Monarchs and their followers wanted certain thing and they tried to influence the education.

There was a practice to provide education to the childern of the privileged class. This privileged class has its intimate connection with the court. In order to provide education to the children of this class of people, *Public Schools* were started. These Public Schools were more or less palace schools.

Other then these *Public Schools*, there were *Monasteries* or *religious institutions*. In these religious institutions monks gave education to the children of their followers. *Palace Schools*, which were the forerunners of the Public Schools of England, provided education in *Grammar*, *Rhetoric*, *Arithmetic*, *Music*, *Astronomy*, *Geometry* and *Philosophy*. The religious schools provided religious education. In these religious shcools a good deal of *stress was laid on good handwritting*.

Those who entered the religious schools came there with a spirit of dedication. After completing their education, they took to preaching. They in fact, renounced the family life. Those who studied in Palace and Public Schools secured high posts in the courts and administration.

Education of the Public.—There was no provision for the education of the children of people at large. Children of people could not get even elementary education what to say of secondary education or higher education. In this regard, there was only one exception. There were *Chantry Schools*. These *Chantry Schools* were run by certain rich persons who dedicated money for employment of a priest. These priests in their spare time taught elementary reading to the children of their followers. They gave this education so that the children may be able to sing prayers.

Beginning of Higher Education.—The beginning of hi gher education in England was made as early as 1160. It was in this year that Oxford University was founded. In fact, the nucleus for this university had already existed there in form of a colony of teachers at Oxford. They decided to give shape to a university.

University at Cambridge.—There was also a colony of teachers at Cambridge. After 40 years of establishment of the University at Oxford, the colony of teachers also decided to organise this as University of Cambridge. It was done in 1209. Both these universities were residential in nature and were situated away from the noisy life of the London city.

Today we talk of '*university autonomy*'. It has become a sacred phrase. In fact, it goes back to the history of these two universities. These two universisies were free from the influence of the Royal Court and the Archbishop of Canterbury. In other words, it meant that these univesities were free from religious as well as royal influence. This freedom from these two influences meant that they enjoyed an autonomy. It is this autonomy which is now considered to be essential for healthy growth of universities.

Though these universities were residential, but they did not impart any religious training like monasteries. Their aim was to provide proper education. These universities could not be opened to people of middle class or ordinary class.

Beginning of Secondary Education.—Secondary education started in England in the 14th century. In the city of *Winchester* a school was established in 1387. It was 200 years after the establishment of the University of Oxford. In fact, this school was started to take the place of the Palace Schools of London which had become ineffective.

In 1441 another residential school was started at Eton. These institutions were given Royal patronage and those who received education here were sent for higher education at Oxford and Cambridge. These two schools were called "*Grammar Schools*" because there a good deal of stress was laid on Grammer. Soon, certain other schools also grew up. They were St. Paul's School, Shrewbury, West Minister, Merchant Taylor's and Rugby, Harrow and Charter House.

These schools were residential in character. Only two allowed the students to live at home. These schools were also meant for children of well-to-do people. It was so because the education was very expensive.

Public Schools.—In the 18th century these *Grammar Schools* were named as *Public Schools*. They were called Public Schools because they had definite rules and regulations. Their names should not canfuse us to think that they opened the doors for people at large.

When the shools run by monasteries closed under the orders of King Henry IV, these schools took upon themselves the task of pr oviding education to the people who wanted to secure it.

Although these institutions were mostly under the influence of Protestant section of the church, but it did not mean that all the persons had to dedicate themselves for the work of the church.

Primary Education.—In Chantry Schools there was some provision for primary education. These Chantries were also under the influence of monasteries and church. When the monasteries were dissolved, their organisers changed over to Protestant's faith and started new Public Schools. Most of these schools were run on the lines of Grammar Schools but they also allowed the students to stay at home and come to study over here.

For special class of people there were *Preparatory Schools*. These schools provided education to the children of well-to-do people up to the age of 13. At the age of 13, these students entered the Public Schools. These elementary schools were proprietary in character.

There were *Dame Schools* and the *Day Schools*. In Dame Schools an old teacher, who was unfit for hard life, would take up the job of teaching children. Invariably this old teacher used to be a woman.

In *Day Schools* a male teacher would impart education. This male teacher would also be handicapped.

Close of 18th century and the realisation of the responsibility towards education.—It was towards the end of 18th century, that it was felt that there should be proper provision for elementary education. With this realisation started the *movement of Sunday Schools*. Certain institutions with *Monitorial system* were also started. In these institutions a large number of people were taught by one teacher. There were certain monitors who helped the teacher to teach a large number of students. This system of school is known after *Doctor Bell* who got the inspiration for running such schools from India. In fact, this system gave a beginning to the primary education. Although it was given up later on but it did bring to life the primary education in England.

Teacher's Training.—There was no provision for training of the teachers. Knowledge of the subject was considered sufficient to make a man teacher. There was no need to get trained for the job.

Socio-Economic Changes and their Impact on Education.—Just before the 19th century, with the advent of Industrial Revolution, certain changes were introduced in the field of higher education. There was demand for good administrator and competent workers for industrial concerns. In order to meet these demands, the Universities of Oxford and Cambridge decided to give liberal education. This change in education was introduced on account of socio-ecomic factors. It was also introduced with a view to perpetuate the values of culture in a modified and refined form.

Certain degrees were instituted. It was at this stage that degrees of B. A., B. A. (Hon.) and M.A. were instituted and given out to the students who had completed a certain period of residence in these universities.

New Demands.—With the further change in socio-economic set up, new demands were made for establishment of new universities and schools that could cater to the needs of the people at large. Now privileged class was comming to an end. In fact with the Industrial Revolution, new classes were being formed. The education had to meet the requirements of the changes of the society.

Primary and Elementary Education in the 19th Century.—19th century was the century, which faced the effects of Industrial Revolution. As a result of Industrial Revolution, a change took place in the society. It was now felt that industrial workers must get some education as it would equip them better for their job. Men like *Robert Owen*, *Lord Brougham* and *Lord Macaulay* pleaded for nationalisation of education. As a result of this movement, in 1832 the Government agreed to build the school buildings.

It was during this period that a system of pupil-teacher was introduced. Inspection system was also introduced. In 1870 an Act was passed by the Parliament which supported elementary education. This Act was intended to equip the citizens of the country to play their part effectively. On the basis of this Act School Boards were set up and they were empowered to make laws and enforce provisions for compulsory primary education. The whole of the country was divided into small districts. These districts were like sub-divisions of the districts of India.

The School Boards were set up to supervise the working of the private efforts in the field of education. Then in 1899 a *Central Board* was established to co-ordinate the activities of these Boards. The local boards were called the *Local Educational Authorities*.

Along with the primary education, reforms were also being

done in the field of secondary education. The Act of 1870 conferred powers on the inspectors to inspect the secondary schools run by private agencies. This provision had a salutary effect on the tone of the institutions and so many of these institutions were organised. In 1885 *Brice Commission* put forward the recommendation that the *Local Education Authority* should have the power to inspect both the elementary as well as secondary schools. However, this recommendation had to wait till the dawn of the 20th century.

During 19th century, there was no provision for technical education at the secondary level.

Higher Education in the 19th Century.—Till the beginning of the 19th century, there were only two centres of higher education in England, namely Universities of Oxford and Cambridge. These two universities had established their fame and reputation in the field of learning. It was very difficult to get admission in these universities.

Higher Education.—Was not available to the people of the middle class and the lower class. Middle class wanted the broadening of the facilities of higher education so that their children could get better employments in life. No doubt, certain scholarships were available to bright children of the middle class people but this was not sufficient. Clamouring was going on for opening new centres of higher education which could provide education at a cheaper rate.

Demand for Non-residential Institutions.—There was also a demand for establishment of non-residential institutions. This demand was put forward by those persons who were not very much impressed by the religious character of the education. In fact, there was a demand for individual freedom. This demand led to the foundation of a non-residential college at London in 1826. Later on, it assumed the form of the University College at London.

In 1832 a University was established a *Durham*. It retained the residential character of Oxford and Cambridge but also federated certain colleges with it. It provided more accommodation to the students who came in for higher education. Education here was also cheap.

Element of Religion in Higher Education.—In London a King's College was opened for those who wanted to pursue the religious education but could not get education in Oxford and Cambridge. Ultimately, the merger of different colleges at London led to the establishment of the fourth university in England, which is called University of London. This university had certain non-residential colleges affiliated to it. Teaching was concentrated in colleges and the examination was conducted by the university office. This system took a scientific shape in 1836. The university of London is like the affiliating Universities of India such as Agra.

With the establishment of an affiliating university of London, certain new colleges were opened in the city of London. They were eslablished outside the city. The university had two wings—(*a*) Internal and (*b*) External. The external wing affiliated colleges that were situated even outside England, in distant places like Columbia and Singapore. Establishment of the University of London has its influence on higher education in India. It was on these lines that universities were established at Calcutta, Bombay and Madras.

Medical Education.—The city of London had a good hospital and so medical faculty was also established. Here not only Bachelor's degrees were given but there was provision for post-graduate teaching as well.

By the end of 19th century, there was a clamour from different cities of England demanding establishment of centres of higher education. Consequently, universities were established at Manchester, Liverpool, Birmingham, Leeds, Shefield, *etc.*

Chief Characteristics of Higher Education.—Now people had come to realise that residental universities were very costly and so provision was made for non-residential universities. It was also felt that university should be secular in character.

It was also felt that the university should be unitary and all the faculties should be teaching units.

London University was to serve as a model for the establishment of new universities. These universities were to be situated in the centre of the civic life.

Teaching of Commerce, Technology, etc.—By and by there was demand for starting higher education in new subjects. Consequently, universities at Liverpool and Birmingham opend the Faculty of Commerce. Faculty of Technology was established at Manchester. Later on, an independent institute of technology was established. Probably this demand had an effect on the University of London and so it also opened the *'Imperial College of Science and Technology'*.

The expansion of higher education went on progressively in England. New universities were established at Bristol, Reading, Nottingham, Southampton, Hull, Leicester, *etc.*

By and by it was felt that the universities should not attach too much importance on affiliating external colleges. Such a thing was not in the interest of higher education.

Teachers' Training.—It was towards the end of 19th century that it was realised that provision should be made for the training of the teachers. Institutions were opened to prepare teachers of elementary schools. Post-Graduate Diplomas were started in the universities to prepare teachers of the secondary

schools. Those students who after graduation pursued the study for a year were given diploma which entitted them to take up a teacher's job.

The progress in the field of higher education continued even after 19th century and is still going on.

PROGRESS OF EDUCATION IN ENGLAND IN THE 20th CENTURY

In the 20th century in England education made further progress. This progress was not only limited to one field or the other. It included all fields of education—elementary, secondary, higher, technical and technoiogical.

Primary and Secondary Education in the 20th Century.—With the begining of the 20th century, important changes were effected in the provisions for higher education. In 1902 Balfour Act was passed. Under the provisions of this Act elementary education was re-organised. Now the local educational authorities were made responsible for elementary as well as secondary education. New boards were established where they had not been established by this time. A third type of authority called 'Part III Authority' was brought to the field. County Councils were also made responsible for looking after elementary and secondary education in rural areas. Boroughs looked after elementary and secondary education in the urban areas. Part III Authority looked after elementary education only.

Now a student could seek admission in a Grammar School at the age of 11. A new provision was made to start Extension Classes in the elementary schools. These classes were for the duration of a year. This period was later on increased.

In 1918 Fisher Act was passed. It raised the age of compulsory education to 14. Due to this raise in the age there grew a problem for absorbing students in the secondary schools or Grammar Schools.

The Act of 1902, which is known as 'Balfour Act', brought about an increase in the number of the secondary schools and the students going in for secondary education. In 1902 there were 31,716 students who read in 272 secondary schools. By 1906 the number of secondary schools had gone up to 689 and the number of students had increased to 81,370.

Grammar Schools were of different types. Some of them were for certain class of people and they were more religious in character. Others were non-secular or semi-secular. These Grammar Schools imparted education to the children of the persons who could pay for the education. No doubt education here was very costly.

Hadow Report came in 1925. It provided a new complexion to the education in England. *In the words of Professor Hans, "The beginning of the new era in an English education must be connected with*

the Hadow Report of 1926, which could definitely post the question of a common national system of education."

The Education Report of 1938.—Progress of elementary as well as secondary education continued unhampered in England. From 1926 onwards, elementary as well as secondary education continued to co-organise itself and assumed a scientific outlook. This process completed itself to a very great extent in the Spens Report of 1938. Prof. Hans has very correctly summed up the situation in the following words: *"The gradual re-organisation of the old elementary education had almost been completed before the war, and the next step was pointed out by the Spens Report of 1938."*

Then came the most important Education Act of 1944. This brought about far reaching changes in the field of elementary and secondary education.

Technical Education.—Spens Report of 1938 laid a great deal of stress on technical education. It laid down that junior technical schools must be opened. However, the War of 1939 put check on further progress and it was after the Act of 1944 that several changes took place.

HigherEducation in the 20th Century.—The beginning of the 20th century saw the growth and flowering of different universities in different towns of England. We have already talked about these universities in the preceding passages. In the 20th century new subjccts were added to the old curriculum and new branches were also started. Greater stress was laid on the teaching side of the universities. It was in the beginning of the 20th century that a federal university was established in Wales.

There was a problem of status being given to certain subjects that did not form part of the traditional pattern of the studies. Proper status was given to the study of Commerce, Agriculture, Technology, *etc.* Now faculties were opened for imparting scientific education in Commerce and Technology. Universities of Wales and Reading also awarded Degrees for agriculture.

Teacher's Training.—It was in the 20th century that the courses for teachers' trainsng came to occupy an important place. Researches in Psychology made it imperative on the part of the educationists to realise that the psychology of edueation had to be kept in mind while imparting education. This could be properly done only if the future teachers were properly trained in the task. In order to meet this requirement, teachers' training colleges were established.

A demand was also put forward for imparting further studies in education or teachers' training. Since 1925 Master's Course had been started in education. In this field also far reaching changes were affected by the Education Act of 1944. Since then, more progress has been made. We shall deal with it in different chapters dealing with different stages and aspects of education.

CHAPTER II

PROGRESS OF EDUCATION IN ENGLAND SINCE EDUCATION ACT OF 1944

Q. What changes have been brought about by Education Act of 1944 in England ?

Or

"The Education Act of 1944 lays unprecedented obligation upon both public authorities and citizens." Discuss fully. (*L. T.*)

Or

State the main provisions of the Education Act of 1944 ? Discuss their importance. (*L. T.*)

Or

What basic changes have been brought about in the obligations and responsibilities of the Central and Local Administration in regard to education by the Education Act of 1944 ? Discuss fully.

(*i*) "The Education Act of 1944 was a logical and statutory conclusion of the whole previous movement." —*Nicholas Hans*

(*ii*) "The adaptation of the English Educational Organisation to the new principles of a democratic system has been provided for by the Education Act of 1944." —*Kundel*

English Education Act of 1944 or Butler Act.—Education Act of 1944 was presented before the Parliament by the Psesident of the Board of Education, *Mr. R. A. Butler*. Since it was presented by Mr. Butler, it has been named after him and called *Butler Education Act of 1944*. In fact, that Act was the consummation of a movement for better education being carried on in England for a very long time. It effected changes of far reaching consequences in the pattern of education in England. In fact, it re-organised and re-laid the basic principles of education keeping in view the socio-economic changes that had taken place in England. After-effects of war had also opened the eyes of England. There was need for re-organisation of the education in all respects. The damage done by war needed to be repaired. People of England had fully realised that education can only do the task and so the

Education Act of 1944 laid down all these things. It laid down the following as the aims of education in England :—

(1) Physical development of the society.

(2) Mental and psychological development of the society.

(3) Moral development of the society.

(4) Spiritual development.

Education Act of 1944 and 'Society'.—England is essentially an individualistic country. It lays too much of emphasis on individual freedom. It is not a country which lays too much of stress on collective way of life. Specially, it is important to note that this Act was put forward by a Government which did not believe in socialism and collective way of thinking. It believed in individualistic way and so it seemed rather surprising that the Act had laid a lot of influence on society. Now education seems to have switched over from the individual development to the development of the society. In fact, it was the requirement of the hour. Winston Churchill, while speaking at Harrow Public Schools, had made thing clear. He had suggested that after achieving vicotry there was a need to build up the society where all persons may have the maximum possible facility and conveniences inspired by the saying, the educationists of England raised the slogan, *"we must educate our masters"*.

Changes brought about by the Act.—The act of 1944 was, in fact, a culmination of a process of changes and development that had been going on in the field of education in Englagd. This Act brought about changes in several fields of education. It was symbolic of a movement that had been going on. The changes that were effected can be studied under the following heads :—

(1) Changes in the field of administration.

(2) Changes in the field of administration of the school.

(3) Changes in the field of religious education.

(4) Improvement and development of teachers' training and education.

(5) Introduction and enactment of school health service.

(6) Arrangement for diet and milk *etc.*, for the students.

(7) School fee.

(8) Duties of the guardians and their role in the field of education.

(9) Independent schools and freedom in the field of imparting education to the student.

(10) New educational setup.

1. Changes in the field of administration.—Prior to the Act of 1944, there was no definite and clear-cut administrative

control over the educational set up. No doubt certain boards and authorities were instituted but they could not carry out the work efficiently. The Act of 1944 not only demarcated the boundary between various educational authorities, but also gave a proper shape to the administration in the field of education. It brought about the following four changes in the field of administration :—

Changes in the field of Central Administration.—In 1900 a Board of Education had been set up. This Board was responsible for the education of the whole of the country. With the Act of 1944 this Board was replaced by a Ministry. *Now the Ministry for Education has come into being.* The Chairman of the Board of Education was designated as Minister for Education.

Rights and duties of the Minister for Education.—The Act of 1944 added to the rights and powers of the Minister for Education. He was given powers to develop the institutions that worked for public education. He also had the powers to lay down the national policy of education and to compel the Local Authorities to bring about changes and reforms in the educational set up. Under this Act the Local Authorities were put under the charge of the Minister for Education and so he could compel the officers to act according to his instructions and policies. The following extract clearly lays down the powers and authority of the Minister for Education :—

> "To Pramote the education of the people of England and Wales and the progressive development of institution devoted to the purpose, and to secure the effective execution by local authorities, under his control and direction of the national policy of providing a varied and comprehensive educational service in every area."

The powers and authority of the **Minister for Education** may be summed up as follows :—

(1) To develop the institutions that fulfil the aims and objects of the public education of England and Wales.

(2) To lay down the national policy of education.

(3) To compel and make the local authorities to carry out effectively the educational policies laid down by the Central Government.

In fact, this Act made it imperative on the part of local authorities to carry out the policies laid down by the Central Authority. Before this Act the Chairman of the Board of Education could only advise the local authorities. He had no effective control over them. This position was, in fact, anomalous, and the Act of 1944 did away with it.

Restrictions on the Powers and authority of the Minister for Education.—Although the Act of 1944 gave a good deal

of power and authority to the Minister for Education, it also put certain restrictions on him. It was natural for a country like Britain, which believes too much in individual freedom and upholds the ideals of democracy. The restrictions imposed on the Minister for Education were of the following nature :—

(*a*) He had to present an annual report before the Parliament in regard to the activities, duties and obligations as well as rights of his department.

(*b*) Any member of Parliament could question the Minister in regard to the activities of his department.

(*c*) Any House of Parliament had a right to turn down any Act or Regulation proposed by the Minister for Education.

These restrictions have made it binding on the Minister for Education to lay down his education policies according to the interests and requirements of the people of England and Wales. Without doing so, he could not function effectively. He was made responsible to the Pariiament for his actions and activities. It was natural for a Government having a cabinet system and believiag in parliamentary democracy.

Two Central Advisory Boards.—Prior to the Act of 1944, there was a *Consultative Committee of the Education Board.* This Consultative Committee was done away with along with the Education Board. Instead of this, one Consultative Committee, now two *Central Advisory Boards* were formed. These two Central Advisory Boards are there to advise the Education Mlnister in his working and to help him in solving various difficulties in the field of Education.

Out of these two Advisory Boards, one is meant for England and the other was meant for Wales.

End of dual system.—Prior to the Act of 1944, there was a dual system of control in the field of education. There were churches who ran certain institutions. The building was entirely the property of the churches that ran these institutions. Other things could be taken over by the Government. The Act of 1944 did away with this dual system and evolved a new formula. In the words of *Prof. Nicholas Hans* :—

> "The 1944 Act passed into law a new compromise greatly mitigating the organisational defects of the 'Dual System'. Under the Act the two groups of schools were re-named 'Council Schools' and 'Voluntary Schools'. Those Voluntary Schools which can find half the cost necessary for re-organisation receive the other half from public funds and remain under voluntary denominational control. Those schools which are unable to provide half the cost passed under the control of the

L. E. A., which will finance the re-organisation. Those Voluntery Schools which carried out re-organisation previously under the 1936 Act remain under denominational control. The first group of denominational schools is known as Aided Voluntary Schools, the second as Controlled Schools, and the third as 'Local Agreement Schools'."

Changes in local administration and control over education.—According to the Act of 1902, the local administration the field of education had been divided into two categories—(*i*) Authority Part II; and (*ii*) Authority Part III. The powers of these Authorities as well as their duties were not very precisely and correctly defined. The vagueness in the division of powers often led to several difficulties. On the other hand, sometimes nobody would own responsibility for a particular thing.

Authority Part II included County Councils and County Borough Councils. These Councils had full control and authority over the education within their field of jurisdiction.

Authority Part III included Urban Councils and Urban County Councils. These Councils were responsible for the education in the urban areas. Higher education was under the control of these Authorities.

These authorities did not present a problem till the question of re-organisation of education was taken up. Re-organisation of education created a problem for the educational administration and so there was a problem before educational authorities to do away with such dualism, This difficulty has been very nicely summed up in the following words:—

"Before the re-organisation of elementary schools on Hadow lines, the division was more or less clear-cut, but after 1926 when Central Schools both selective and non-selective, were established all over the country the historical distinction between the elementary and secondary schools had lost all its validity. Central Schools, collecting pupils of 11—from the elementary schools of the area, provided a definitely post primary curriculum in many cases indistinguishable from that of some Secondary Schools. But being officially classified under the 'Elementary Schools Code' they remained within the jurisdiction of the Part III Authorities, while the Secondary Schools of the same area were under the County Councils. This inevitably resulted in many cases in rivalry between the Authorities and lack of co-ordination in building up a post-primary school system. This defect in administration was accentuated by a different financial policy of the Board of Education as

to elementary and secondary education.....The Education Act, 1944, remedied these defects by abolishing Part III Authorities and including their areas within the jurisdiction of County Councils and by extending the equalizing financial policy to the old Secondary Schools as well."

Specific changes in local administration of education.—The Act of 1944 brought about the following special changes in the field of local administration of education:—

(1) Now only two Councils are left:—

(*a*) County Councils; and

(*b*) County Borough Councils.

(2) Joint Councils were set up. In these Councils the number of local educational officers were further reduced.

The decision to establish Joint Councils has been taken in the national interest. In fact, with the abolition of Authority of Part III certain such authorities were left which had very little jurisdiction. In order to have an uniform policy in regard to the jurisdiction of local educational administration, it was decided to have Joint Councils. Education Minister was authorised to appoint Joint Boards or Councils. As a result of this decision, certain Boards were established in certain Counties.

(3) **Divisional Executives.**—In the Act of 1944 it was provided to divide the various regions into such convenient divisions so that administrative efficiency may go up and the educational administration may be carried out effectively. It was planned to have Divisional Executives in such divisions. These Divisional Executives were to look after elementary and secondary education.

(4) **Enhancement in the power of the local authorities.**—This Act gave further constitutional powers to the Local Authorities in regard to education. The following were laid down as their duties and obligation:—

(*a*) The Local Authorities were given the responsibility to make arrangements for the moral and spiritual development of all the citizens living within their jurisdiction.

(*b*) These Authorities were also given the responsibility to make arrangement for the education of the children who were physically or mentally handicapped. These insitutions were to be so arranged that they could provide for the opportunities of mental and physical development of the handicapped children.

(*c*) Local Authorities were also vested with the responsibility of looking after the health of the children in their jurisdicition and also to make arrangement for their treatment and mid-day meals, fruits, milk, *etc.*, without cost.

(*d*) It was also enjoined upon the Local Authorities to make arrangement for nurseries for the children of the working women.

(*e*) It now became the duty of the Local Authorities to provide adequate assistance to the agencies responsible for sanitation, so that they may look after the sanitation of the institutions properly.

(*f*) These Local Authorities were given the responsibility to make arrangement for elementary, secondary and higher education for the people of the area in accordance with their interest, circumstances, population, ability *etc.*

(*g*) Educational administrators and officers were also given the responsibility to prepare development plans, keeping in view the educational requirements of the locality. By the end of 1951 almost all the local educational officers had sent their recommendation for the development of education.

2. **Changes in the field of the administration of the schools.**—Change has been brought about by this Act in the field of the administration of the schools. The following changes were enacted :—

(*a*) Every Regional or Voluntary School was given a body of managers. It was this body of managers which was made responsible for the efficient administration of these schools. These bodies were to be formed by instruments. These instruments were nothing but means of enforcing certain provisions of the Act.

(*b*) In the Elementary Schools this body was to be called '*Instrument of Management*' and in Secondary Schools this body was to be termed as '*Instrument of Government*'.

(*c*) It was also laid down that the body of the managers shall not be cnnstituted of less than 6 persons.

(*d*) Local Authorities were given the powers to frame rules and regulations in regard to the management. The management of the Elementary Schools was to be run according to '*Rules of Management*' and those of Secondary Schools '*Articles of Government*'. Although the authority to enact rules and regulations for the efficient management of the institutions was given to the Local Authorities, but it was necessary to obtain the sanction of the Minister on Articles of Government.

(*e*) It was also laid down that one-third of the members of the body of managers shall be from amongst the old members of the managing bodies and two-thirds of the members shall be appointed by the Local Authorities.

3. **Changes in the field of religious education.**—A definite change was made in the field of religious education. Since ancient days, religious education was more or less compulsory.

There was no constitutional restriction on the religious education in the schools. The Act of 1944, on the one hand made collective worship an integral part of the school programme, on the other hand it also made provision for exemption from these collective worship and prayers. Given below are the extracts that clearly depict the changes: —

> "The school day in every County-School and in every Valuntary School shall begin with collective worship on the part of pupils in attendance."

It has also been provided that :—

> "If the parents of any pupil in attendance at any County-School or any Voluntry School requests that he be wholly or partly excused from attendance at religious worship in the school or from attendance at religious instruction in the school or from attendance at both religious worship and religious instructions in the school, then, until the request is withdrawn, the pupil shall be excused from such attendance accordingly."

4. **Improvement and development of teachers' training and education.**—The Act of 1944 made specific provisions for improving the lot of the teachers. It also made provision for providing better educational facilities to the teachers. It now became the responsibility of the Minister for Education to make arrangement for better training facllities for teachers and to get them equipped properly. Their working conditions were also improved. In this regard the following provisions were made :—

(*a*) According to the recommendation of the Burnham Committe Report, the receipt of the wages and the payment of the salaries was made secure.

(*b*) Specific provisions were made in regard to appointment and dismissal of the teachers.

(*c*) The Local Authoritses were given powers in regard to appointment and dismissal of the teachers of the County-Schools. This provision was not to be applied to the teachers of the institutions that had special agreements.

(*d*) No married woman could be removed from service only on account of this reason.

The following extract from the Act clearly depicts the picture of the situation in this regard :—

> "He (Minister for Education) shall make such arrangements as he considers expedient for securing that there shall be available sufficient facilities for the training of teachers .....and..... may give to any local education authority such direction as he thinks necessary requiring them to

establish, maintain or assess any training college or other instruction or to provide or assess the provision of any other facilitses specified in the direction."

5. Introduction and enactment of School Health Service.—Prior to the Act of 1944, School Health and Treatment Schemes had been made more or less compulsory. But this scheme was limited for the students of the primary schools. It had not also assumed a scientific arrangement and form. The Act of 1944 made the following changes in this regard :—

(*a*) It was made compulsory for every student to undergo medical examination.

(*b*) Arrangement was made for free treatment of the school children.

(*c*) Arrangement was also made to encourage the students to take full advantages of the facilities provided by the Government.

6. Arrangement for diet and milk etc. for the students.—Health of the children is considered to be the responsibility of the nation. This is true of all progressive and democratic countries. The Act of 1944 has made the Local Authoritses responsible for providing mid-day meals and milk to children of the schools. Now almost 4/5th of school-going children are provided with mid-day meals. Children up to the age of 4 to 5 years are provided milk by the Government. Children coming from poor families are also provided with clothes, shoes, *etc.* Education is free for the children between 5 to 15 years of age.

7. School fee.—As already stated, education in County Schools and schools maintained by Local Educational Authorities is free.

8. Duties of the guardians and their role in the field of education.—It was for the first time that this Act enjoined certain duties upon the parents. Following provisions were laid down in this regard :—

(*a*) It was laid down that it shall be the duty of the guardians to provide their wards and children with education suited to their interes and aptitude.

(*b*) It was made compulsory for the guardians, providing education to their wards in the private schools, to secure guarantee from the Ministry of Education that these institutions were efficiently run and properly maintained.

(*c*) If a student continued to be absent from the school for a long time, it shall be construed as a breach of law. The student or the guardian may be penalised for such an offence.

In short, it may be said that this Act put several obligations on the part of the guardians in regard to the education of their wards and children.

9. Independent schools and freedom in the field of education.—Certain agencies were given the right to maintain independent schools. These schools form an integral part of the national education plan of England. Eeven these schools are to be inspected by the educational authorities.

10. New Educational set-up.—This Act, in fact, changed the entire phase of education. Education from elementary to university stage was cast into new mould. Various stages of education were clearly demarcated. The Act has provided that, "The statutory system of public education shall be organised in three progressive stages to be known as Primary Education, Secondary Education and Further Education."

The following important changes were enacted in regard to primary and secondary education :—

(*a*) The age of completion for education was raised to 15 and was subsequently raised to 16. It was also provided to impart part-time education up to 18 years of age. This provision gave proper opportunities for imparting sound post-primary education to the students.

(*b*) The number of privately managed institutions was reduced. Those institutions which were ill-equipped were controlled by the Government and so the tone of education was improved. Those schools that could not meet the cost of reorganisation were not left out. They were also helped and taken over.

(*c*) It was introduced to have selection test at the age of 11 and deputed private ones to Grammar Schools. These has saved wastage and avoided over-crowding in academic courses.

(*d*) The provision of selection test gave an opportunity to poor childern to make their future. Now education was not only a matter of money and finances. Ability, aptitued and interest also became determining factors.

(*e*) Better arrangement was made for technical education at the secondary level. Now longer courses were introduced.

(*f*) A provision for the test at the age of 13 was also made. This was, of course, an internal arrangement but it gave an opportunity to the educational authorities to transfer lest bright students from Grammar Schools to technical and mordern schools.

(*g*) This Act made provision for mordern schools that had a complete terminal secondary education. Such an education equipped the students to enter life with confidence and lead it successfully.

Higher Education.—This Act did not have direct bearing on higher education, but certain changes were effected. These changes are important in several respects. They are being given below in outline :—

(*a*) The Act provided for part-time courses for the childern who had completed their education before 18. Such an education was to be provided to the students who had completed their secondary education and so it could be included in higher education. Three methods were envisaged for imparting such an education, which were as follows :—

(*i*) Tostart continuation classes in modern schools. These continuation classes were run during holidays.

(*ii*) To open and run extension classes under the universities.

(*iii*) Opening separate colleges which could be called County Collages.

All these methods are being employed in England.

Teachers' Training and Professional Education.—This Act brought about a change in the courses prescribed for teachrs' training. New institutes were started by the universities for supervising the training colleges in the locality and to carry out researches and start boards that could work in closer co-operation with the universities training colleges and the Local Authorities.

In order to meet requirement of higher number of teachers, various provisions were made for training the teachers. Courses for the teachers were also improved.

Critical review of the Act of 1944.—Although the Education Act of 1944 brought about several changes of far-reaching consequences in the field of education, yet it did not fulfil the required objective. It left the following lacunae in the field of education :—

(1) This Act reduced the number of privately managed institutions but the private enterprise in the field of education continued even after this Act.

(2) Although pay scales and terms and conditions of the service of the teachers of the private schools were laid down yet various things remained to be done.

(3) Public Schools were given a free hand even after this Act. In fact, these Public Schools are very well equipped and they provide a better sort of education and so it was not at all advisable to do away with them.

Although these Public Schools provide better education, they are a big question mark on the principle of 'equality of opportunity' which is one of the ideals of the society of England. These Public Schools turn over a class of youngmen who think themselves

superior to ordinary people. Existence of such a class is not conducive for socialism and democracy.

(4) The Act has not been able to do justice with the privately managed residential schools. These residential schools are not very well equipped. In view of the fact that England is a democracy, which gives a good deal of importance to individual freedom, nothing more could be done in regard to these schools.

(5) The Act has definitely brought about a change in regard to providing higher education to youngmen who cannot afford it in regular manner. This Act has also done good to professional courses and training course for the teachers.

POINTS FOR REVISION

(1) The Act of 1944 is an important landmark in the history of education of England.

(2) This Act has brought a change in several fields of education namely, (*a*) administrative control in the field of education; (*b*) financial control in the filed of education; (*c*) changes in regard to religious education; (*d*) internal administration of the schools; and (*e*) teachers' training and working conditions and emoluments of the teachers.

(3) This Act introduced compulsory School Health Service Scheme.

(4) It also provided for mid-day meals and nutritive food *etc.*

(5) Education was made compulsory up to the age of 15 and free also.

(6) This Act enjoined certain duties on the parents as well.

(7) This Act brought about improvement not only in the field of secondary education and elementary education. But it also brought changes in the field of higher education.

(8) In spite of the changes of far-reaching consequenaes, introduced by this Act, it could not do away with the private enterprise in the education in England.

Even after the introduction of this Act, Public Schools do exist in England. They put a big question mark on the principles of equality and democracy professed by the Govervnment of England.

(10) In spite of several drawdacks left out by the Act of 1944 it cannot be denied that it is a very important measure in the field of Education in England.

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CHAPTER III

EDUCATIONAL ADMINISTRATION IN ENGLAND

Q. Describe briefly the educational administration of England ?

Or

Discuss briefly variovs stages of admistration that are seen in England ?

Educational Administration in England.—Today educational administration in England is carried out in aecordance with the statutory provisions of the Education Act of 1944, but in the preceding chapter we have seen that this Act has brought about several chages in the field of administration of education in England. These changes are now taken for granted and the whole system works on it. Eevn then, it is not possible to have a proper idea of the educational administration in England only by going through the pages of the Education Act of 1944. It requires something more to have a precise understanding of the educational administration in England. The following words of *Professor W. P. Alexander* are very correct in this regard :—

> "The statutory provisions of the Education Act of 1944 are necessarily the basis on which the present arrangements rest. But a study of the Act itself is really of little help to those who seek on understanding of day-to-day administration."

Various Stages of the Administration of Education in England.—There are three stages of the administration of education in England. At the Centre there is a Minister for Education ; then we have the administration at the County level and then we have the Local Education Authorities. In this regard, we can compare the administration of education in England with that of India. In India education is a State subject but in England it is not so. England does not have a federal type of Constitution. Its Constitution is more or less unitary and so there is not much of decentralization of educational admintstration. However, we can compare the Ministry of Education, the Divisional Authorities with the State Education Authorities and the Local Education Authorities with the Local Education Authorities in India. The comparison does not mean that there is similarity with the set up

in India. There is a good deal of divergence in the administration of education in the two countries.

Ministry of Education.—The Ministry of Education was constituted first time under the Education Act of 1944. Prior to that, there was the Board of Education. The President of the Board of Education used to be the political head of the educational service. Now it is the Minister for Education who is the political head of the educational administration. The following lines aptly describe the powers and the functions of the Minister for Education :—

> "The Act makes very simple provision relating to the Ministry. It creates the Minister as a corporation sole under the name of the Minister of Education and the department of which he is incharge in the Ministry of Education. It authorises the Minister to appoint a Parliamentary Secretary to the Minister and such other Secretaries, officers and servants as the Minister may, with the consent of the Treasury, determine, and, subject to the provisions of the Ministers of the Crown Act which controls the remuneration of the Parliamentary Secretary, authorises the payment to such Secretaries, officers and servants of such remuneration as may be determined in like manner. It vests all the property and power previously held by the Board of Education in the Minister."

The Education Minister is a member of the Cabinet and is responsible to the Parliament. He has the collective responsibility towards the Cabinet.

Parliamentary Secretary.—The Minister for Education is assisted in his work by a Parliamentary Secretary. The Parliamentary Secretary is also a Member of the Parliament.

Secretaries and officers.—In order to carry out the policies of education laid down by the Minister for Education, in consultation with the Cabinet, there are Secretaries and officers. These Secretaries and officers are from the Civil Service and they are responsible for the execution of the policies. They are the permanent members of the Ministry of Education. With the change in the Government, the Minister and the Parliamentary Secretary change but the Secretaries and the officers do not change. The situation is very well depicted in the following passages :—

> "The staff, numbering over 3000, is composed essentially of three types of officers. First Government, there are administrative personnel who are recruited under the normal procedures relating to the Givil Service. These are men and woman of high academic distinction who

have chosen the Civil Service as their career. On satisfying the Civil Service Examiners they are posted to a department of Government. They may, of course, subsequently be transferred from one department of Government to another in the main the personnel of the Ministry of Education have tended to remain in the service of that department."

Duties and Functions of the Minister for Education and the Parliamentary Secretary.—The Minister and the Parliamentary Secretary are the political heads of the department. They have the following functions to discharge :—

(1) To lay down the policies in regard to education.

(2) To get the policies executed, with the help of the officers and other employees of the Ministry of Edueation.

(3) To answer questions in regard to the department in the Parliament.

Permanent Secretaries of the Department of Education.—The Ministry of Education is actually run by the following officers :—

(*a*) The Permanent Secretary who is a Civil Service man.

(*b*) Then, there are Deputy Secretaries who assist the Permanent Secretary in his job.

(*c*) Then, there are Under-Secretaries, Assistant Secretaries and the Principals.

Inspectorate.—There is a group of officers in the department of education that is called 'Her Majesty's Inspectors'. These are from the rank of teachers and have academic distinction to their credit. They are appointed on the inspectorial staff of the Ministry of Education.

Hierarchy of Inspectorate.—The inspectorate is headed by the *Senior Chief Inspector.*

Then, there are the Chief Inspectors. These Chief Inspectors are responsible for different types of schools. One Chief Inspector is responsible for all the schools of a certain type.

Divisional Inspectors.—These Divisional Inspectors are concerned with different regions of the County. One region is put under the charge of one Divisional Inspector.

Staff Inspectors.—Staff Inspectors are responsible for inspection of schools in a limited area. It may be one or two areas of one Local Education Authority.

Her Majesty's Inspectors of Schools.—Then, there are Inspectors of Schools, They are also put in the charge of inspecting certain schools of a particular area.

Job of the Inspectors.—These Inspectors are responsible to the Ministry of Education. They inspect the schools and see to it that various provisions of the Educational Law are properly enacted. They act for the Minister and enable him to satisfy him that 'Provisions of Parliament' regulations are being observed in the conduct of the schools and other educational establishments to which the Minister has occasion to make substantial grants of money.

Clerks, Executives and Secretariat Staff.—Then there are clerks, Executives and Secretarial staff who man and manage the department of education. They are controlled and guided by the Civil Servants.

Various Branches of the Ministry of Education.—The Ministry of Education is divided into several branches. These branches deal with different aspects of the education of the school. They are termed such as, *'School Branch'*, concerned with matters pertaining to primary and secondry schools; *'Further Education Branch'*, *'Special Service Branch'*, concerned with School, Medical and Dental Service, the handicapped pupils and school meals; *'Legal Branch'* serving all departments on matters of legal advice; *the Department of the Accountant General*, concerned with all financial problems, *Teachers' Branch*, concerned with the problems of the recruitment and training of teachers and, allied to it, *Salaries Branch*, concerned with tehchers' salaries and problems of superannuation ; *Building Branch*, concerned with the building programme the approval of the plans and other procedure concerned with the building of schools, finally, there is the *Establishment Branch*, concerned with the organisation of the Ministry and with the recruitment and allocation of personnel.

Territorial Principals.—Through the *Territorial Principals*, the Ministry maintains contact with Local Education Authorities. It is this officer who looks after all the correspondence that is carried out by the Ministry with the Local Authorities. *One Territorial Principal* is responsible for one Local Education Authority. He is responsible for tendering advice to Local Education Authorities and approves the requirements of these Authorities. This officer has very little to do with the policy matters.

Educational Legislation.—Educational legislation is done by the Parliament. On the basis of these Laws and Acts, the regulations are framed and the Ministry exercises its control in regard to these matters.

Relation between Ministry of Education and Local Education Authorities.—The Ministry gets the approval of the Parliament in regard to educational policies and enjoins upon Local Education Authorities to carry out and execute those

policies. In fact, these two agencies are in constant touch with each other.

In 1952 or so a committee was apponited to set out in clear-cut terms the relationship between Local Education Authorities and Ministry of Education. This Committee was called '*Local Government Manpower Committee*'. The Committee has laid down the following essentials of the relationship. *In regard to Local Education Authorities, "the Minister must be satisfied*—(1) that educational facilities and ancillary services are provided in sufficient quanitity and variety; (2) that educational establishment and ancillary services are well managed, equipped, staffed and maintained; (3) that the proper freedom of parents, teachers and other third parties is secure; (4) that the qualifications of teachers and medical officers are such as to satisfy proper requirements to safeguard their and the children's interest; (5) that the fees charged and awards and allowances made are such as are necessary and appropriate; and(6) that the provisions of Educational premises satisfy essential standards."

These lines effectively summarise the duties of the Ministry of Education in relation to Local Education Authorities.

National Pattern of Education in England.—The national pattern of education in England is like India, divided into three stages:—

(*a*) Primary education is meant for the children up to the age of 11 years.

(*b*) Secondary education is meant for the students between the age 11 to 15. In certin cases students up to the age of 18 are also eligible.

(*c*) Further education is concerned with the rest of the life. It includes higher education, training and such other types of education.

Attendance in schools for the children between the age group of 5 and 15 is compulsory.

Types of Schools.—Schools are of two types—(*a*) County and (*b*) Voluntary.

County Schools are maintained by Local Education Authorities and the *Voluntary Schools* are maintained by Church Authorities.

Training of the Teachers.—Training of the teachers for primary as well as secondary schools is the direct responsibility of the Ministry of Education.

Higher Education.—It is also the duty of the Ministry to provided proper and equitable opportunities to the students who wish to proceed to universities for higher education.

Local Education Authorities.—Local Education Authority is an important agency for providing education to the people of England. Their duties have been properly summed up in the following extract from the Education Act of 1944, which says :—

> "It shall be the duty of the Local Education Authority for every area, so for as their powers extend to contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient administration throughout these stages shall be available to meet the needs of the population of their area."

Jurisdicition of Local Education Authorities.—According to the Act of 1944, each County and each County Borough shall have a Local Education Authority. These Local Education Authorities are known as Councils of the County and the County Borough. In other words, it means that the democratically elected Council of the area, *i. e.*, County or County Borough, which is responsible for education as well. It has other rerponsiblities as well. It has nicely been remarked that *'their range of work is from drains to brains'*.

Each County Council carries out its resposibilities of education through a committee called Education Committee. It is left to the Council to appoint more than one committee as well.

When the jurisdiction of a County or a County Borough is small, a Joint Education Board may be appointed. In England and Wales there are certain Counties and Boroughs that have a Joint Education Board.

Constitution and Compositian of Education Committees.—The members of the Education Committee shall not be selected out of the members of the County Councils only. There shall also be members from the field of education. They shall be such experienced persons who are well versed with the educational conditions and problems of the area. No doubt, the majority of the Education Committee consists of the members of the Council. Generally, 2/3 rds of the members of the Education Committee are the members of the County Council or Borough Council. One-third of the members of the Committee are co-opted from the field of education.

Powers and Functions of the Education Committee.—The Local Education Authority delegates its powers to the Education Committee. The financial powers are, no doubt, retained by the Council itself. The Local Education Authority levies taxes and collects them. The cost of education is borne out of the sum collected as taxes and rates.

Some Local Authoritios delegate a good deal of powers to their education Committees while others perfer to retain them

with themselves. Howevee, it shall be proper to say that Education Committee is the instrument through which a Local Education Authority administers the system of education.

Development of Education and Local Education Authorities.—It is the duty of the Local Education Authorities to carry out survey of the needs of education of their area. It is also the duty to put forward development plans for bringing about improvement and progress in the field of education. These Local Authorities have also powers to submit schemes for further education. In these schemes clear indication has to be given about the progress of education and the plans of the Education Authorities at various stages of education.

Educational Officers of Local Education Authorities.—Every Local Education Authority carries out its functions with the help of certain administrative officers. In fact, these officers of the County Councils or County Borough Councils have certain other functions also to discharge. They have also duties in regard to education. Following are the important officers of a Local Education Authority :—

(*a*) The Clerk to the Authority.

(*b*) County or County Borough Treasurer.

(*c*) Medical Officer of Health.

(*d*) The Surveyor.

(*e*) The Architect.

(*f*) The Chief Education Officer.

In regard to education, the Chief Education Officer is the principal officer. Other chief officer of the Authority have also important functions to discharge in this regard as well. The County Borough Treasurer is the principal Finance Officer of the Education Committee; the Architect is the Architect of the Education Committee. These officers have other assistants as well who help them in the discharge of their functions. One of the several members of the staff in the department helps them in regard to education.

Chief Education Officer.—This officer is wholly and exclusively concerned with the eduction of the Authority. His main task is to co-ordinate and supervise the education of the area within the jurisdiction of the Council.

The Chief Education Officer is assisted by a group of professional and clerical staff.

Deputy Chief Education Officer.—The Chief Education Officer has his deputy who assists him in his work.

Assistant Directors.—There are Assistant Directors. Each Assistant Director has one stage of edudation assigded to him.

One Assistant Director is incharge of primary education, another looks after secondary education and the third is concerned with further education.

Organisers and Inspectors.—Then, there are organisers and inspectors. These organisers and inspectors look after the working of the educational institutions. Sometimes they have to organise certain education activites.

Difference between Officers of the Ministry and Officers of Local Education Authority.—Officers of the Ministry are generally recruited from Civil Servants. Their main job is to execute the policies of education. They are not from the field of education. On the other hand, officers of the Local Education Authorities are generally drawn from the field of education. They have experience and knowledge of education.

In fact, the education of England is run by the officers of the Local Education Authorities.

National Associations of Local Authorities.—There are several Local Education Authorities carrying out their work in different areas of the country. These areas have joined together and formed National Associations. They also carried out consultations on regional basis as well. There are three major associations of this nature :—

(*a*) County Council's Association.

(*b*) Association of Municipal Corporations ; and

(*c*) Association of Education Committees.

National Union of Teachers.—There is an organisation of teachers at national level. It is called 'National Union of Teachers'. This National Union of Teachers has on its membership role, teachers of the secondary schools, headmasters and other teachers as well.

When salaries of the teachers are being determind and terms and conditions of the services are being laid down, *National Union of Teachers* is invariably consulted. There are also Associations of Education Officers, Associations of Inspectors and Organisers and such other bodies. These associations safeguard the interests of their members and also help the proper development of education. But National Union of Teachers is the principal organisation that represent the opinion of the teachers. It wields suitable hands in matters regarding the teachers and the educational service in England.

Functions of the National Union of the Teachers.—The National Union of Teachers has the following four functions to discharge :—

(1) It provides legal advice and opinion to individual members. It also negotiates on their behalf with Local Education Authorities.

(2) It carries out negotiations with Associations of Education Committees.

(3) It negotiates with the Ministry of Education on behalf of teaching profession. While laying down the policy of education, this National Union of Teachers is generally taken into confidence.

(4) The National Union of Teachers tries to get representation of the teaching profession on various national committees and advisory councils that are set up to bring about co-ordination in the field of education.

Association of Education Committees and its Functions.—This National Committee has the following four functions to discharge:—

(1) To advise the Councils in regard to education. It is also available for consultation at the call of the Council. It also submits proposls in regard to matters, concerning educational policies to the Government and the Councils.

(2) To negotiate with National Union of Teachers on matters of mutual interest.

(3) It is an instrument of day-to-day negotiations with the Ministry of Education on matters relating to Local Education Committees. Generally the Ministry of Education consults this Committee when it wishes to take some decision in regard to Local Education Authorities.

(4) It tries to get representation to Education Committees of Local Education Authorities on several national committees and commissions that are appointed to bring about co-ordination and betterment of education.

The Association of Education Committees meets annually and lays down its policies in regard to several major problems of education.

Universities and their Autonomy.—Universities in England are not controlled by either the Ministry of Education or Local Education Authorities. These universities operate under the Royal Charter. Every university is an autonomous body which has its own Government. Its Senate or Court determines its rules and regulations for administration. Statutes are framed by this very body. It is these statutes that govern the admission, the courses of study, the standards, appointment of the members of the staff and such other matters.

University Grants Committee.—In England there is a Statutory Grants Committee. It is like University Grants Commission, functioning in India. It is this body that comes forward with money for the development of the universities. It also helps the univetsities to carry out their functions.

Committee of Vice-Chancellors.—It is natural for the committee to consult among themselves. This consultation is carried out by the Committee of Vice-Chancellors. The decisions of the Committees of the Vice-Chancellors are not binding on the universities.

Consultation between Ministry of Education, Local Education Authorities and Universities.—All these three parties are independent but they have to sit for consultation among themselves. Now in England a good deal of aid is given to the students who are pursuing higher education. Such an aid on the part of Government requires consultation and so these three bodies have to sit and consult among themselves.

In regard to academic and administrative matters, universities are autonomous and independent.

Independent Schools.—There are certain independent schools in England as well. These schools are free from the control of the Ministry of Education. These independent schools are also a self-governing community. Generally, these are the Public Schools that have a tradition of their own. Public Schools such as Eton, Harrow, Winchester, Rugby, *etc.* are a few names in this regard. These institutions have their high standards.

Training Colleges for Teachers.—Training Colleges for teachers are also more or less independent organisations. In spite of their independence, there is a liaison between these training colleges and the Ministry of Education. In fact, these training colleges cater to the needs of the Government and so the liaison has to be maintained.

Training colleges are of two types:—

(*a*) Those maintained by Local Education Authorities; and

(*b*) Voluntary Colleges.

Independent training colleges are diminishing in number. Now training for the teachers has become the responsibility of the Ministry and the Local Education Authorities.

Direct Grant Schools.—Such institutions receive grants directly from the Ministry. They are, in other respects, independent schools. As a condition for grant, these schools give place to the children of the local area to the extent of 25 per cent of their total enrolment. These independent schools are by and by adopting the national pattern of education.

Financial Administration of Education in England.—The Act of 1944 and the subsequent efforts of the Ministry of Education have led to envolving a formula on the basis of which grants may be given to the institutions. There is also a formula under which the financial relations of the Ministry with the Local Education Authorities are also controlled.

Formula for Grant-in-aid.—At present, the Ministry of Education bears 60 per cent of the expenditure incurred in connection with education and the rest or 40 per cent is borne by Local Education Authorities. Different Local Education Authorities have their own capacity to spend on education. They are free to spend varying amounts on various types of education.

How do the Local Education Authorities Raise Finances ?—Local Education Authorities raise funds by levying taxes and rate. Rate is a tax which is levied on the value of the property in the area. The income out of rate depends upon the property that is available in the area. In the formula for grant-in-aid there is provision for providing education to different numbers of children of different Local Authorities. The following extract from the book of *Prof. W. P. Alexander* entitled '*Education in England*' brings out this situation very clearly :—

> "The other significant factor is obviously the number of children of the area for whom the Authority have to make position, for it has to be noted that the child population in different areas as a proportion of the total population varies quite substantially. Accordingly, the formula has two further provisions. From the total of approved expenditure on which 60 per cent is payable there is deducted a product of a 30 d rate in the area and there is added £ 6 for each registered pupil in the schools of the Authority."

> "*These provisions in the formula of grant-in-aid and endeavour to secure a relatively uniform burden on rate-payers so far as education service is concerned.*"

Equalization Grant.—In order to equalize the general rate burden, the Ministry also provides for equalization grant. Through this grant an attempt is made to meet the deficit of the Local Authorities.

Expenditure on School Meals.—The expenditure that is incurred by Local Authorities on providing meals to the children is debited to the Central Exchequer. In order to meet this expenditure, a formula of "Unit Cost" grant basis has been evolved. The basis of this grant is that the Local Education Authority submit estimates of their expenditure on the school meal services which are reduced to a cost per meal. The Ministry, having satisfied themselves that the estimates are reasonable, then under-

take to pay for the total number of meals provided by the Authority at this cost unit. The general effect is that the Local Education Authority are, as a rule, fully reimbursed, so that it is not far from the facts to say that there is in operation a 100 per cent grant on this service.

Financial Administration of the Teachers' Training.—Training of the teachers is the responsibility of the Ministry. However, the areas in which training colleges are situated, the cost is shared by the Ministry of Education and the Local Authority. The total cost for the training of teachers is shared 'on a pro-rata basis' between the Ministry, who bears 60 per cent and the Local Education Authorities, who bear 40 per cent.

Expenditure on Technological Courses.—In order to develop technological education, which is of course in the interest of the nation, the Ministry of Education pays 75 per cent of the expenditure incurred on running technological institutes or education. Training students in technology is the responsibility of the nation.

Generally speaking, 2/3rd of the total expenditure is borne by the Central Ministry of Education and 1/3rd is borne by Local Education Authorities. Funds for these expenses are collected by levying taxes. The following extract very aptly describes the situation :—

> "Alearly Local Education Authorities are to be regarded as very responsible bodies, appointed by the normal democratic process by the rate payers of their area, to whom they must give an account of their stewardship and from whom they have to demand money for the education service as may be required from year to year. Indeed, they are perhaps in closer and more immediate contact with their electorate than Members of Parliament. Though the relationship is essentially the same, for Parliament is itself responsible to the tax-payers for its stewardship and for the amount of monies raised in the taxes to maintain the service of education."

POINTS FOR REVISION

(1) The Act of 1944 has replaced the Board of Education by a Ministry of Education.

(2) The Minister for Education is the political head of the Education in England. He, in his task, is assisted by the Parliamentary Secretary who is also the member of the Parliament.

(3) Then, there is the Secretariat of the Ministry of Education. This comprises of the members of the Civil Service and other officials. They are expected to carry out the policies.

(4) Policies are laid down by the Minister and they are executed by the Civil Servants.

(5) These are *Principals in the Ministry of Education* who deal with the requirements of education and Local Education Authorities. One Principal is responsible for one Education Authority.

(6) The Ministry of Education is divided into several branches. Each branch deals with one aspect of education.

(7) Local Education Authorities carry out the policies of the National Government. These Local Education Authorities are known as the County Councils and the County Borough Councils. They may be compared with Zila Parishads, Municipalities and Corporations in India.

(8) There is the Education Committee which carries out the work of education on behalf of the Local Education Authority.

(9) There is the Chief Education Officer of each Local Education Authority. He, in his task, is assisted by his Deputies, Assistant Directors, Inspectors, *etc.*

(10) There are National Unions of the Education Committees and the teachers. National Union of Teachers represents the opinion of the teachers on problems of education.

(11) Universities in England are autonomous and independent. Grant-in-aid is provided to them through a University Grants Committee.

(12) There are certain independent schools as well. These schools are free from the control of the Ministry, although they are subject to inspection by it.

(13) Financial administration of education in England is carried out jointly by the Ministry of Education and the Local Education Authorities. 60 per cent of the expenditure on education is borne by the Ministry and 40 per cent is borne by Local Authorities.

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CHAPTER IV

PRE-PRIMARY EDUCATION IN ENGLAND

Q. Describe the aims and organisation of nursery education in England ?

Or

Describe briefly the scope and organisation of pre-primary education in England.

"These (nursery schools) are not part of the compulsory system of education and, therefore, do not rank as within the system of primary and secondary schools. There are, of course, a number of children who do attend primary schools before the age of 5 but in addition to these children there has been growing development of the provision of nursery schools and nursery classes attached to primary schools for children in the first case from 2 to 5 and in the seeond case from 3 to 5 years of age. The Education Act (1944) itself leaves attendance at such schools or classes as a matter entirely voluntary on the part of parents but places a duty on the Local Education Authority to provide such schools and classes where they are required."

Education and the child.—Modern education is child-centred. Rousseau, Herbart, Pestollozi, Froebel, almost all the eminent educationists have laid stress on teaching the students according to their interest and aptitude. They have suggested that the building, the furniture, the books, games, all should be organised keeping in view the physical, mental and emotional development of the children. In such an atmosphere the students learn things by themselves. Today children do not exist for schools but schools exist for children.

Beginning of the Education of the Child.—Educationists are of the view that the education of the children must start at the age of 2 or 3. Habits that are formed at this stage continue to influence the future life. An educationist has gone to the extent of suggesting that whatever the child has learnt by the age of 5 continues to influence him throughout his life. It is, therefore, necessary that the foundation of the life should be laid in a solid manner. Education of the children of this age should be properly organised, Nursery institutions and kindergartens and

other schools for the infants were started with this objective in view.

Beginning of Nursery Education in England.—In 1907, the Board of Education asked its Consultative Committee to consider the question of the education of the children below 5 years of age. The Committee made a thorough survey of the conditions and presented a report. It felt that in industrial Districts there was need for such schools. But it gave the viewpoint that the minimum age should be reduced. In other words, it put forward the view that compulsory attendance in the schools should be for the children of the age group of 5—12.

Macmillan Sisters and Nursery Education.—In fact Macmillan Sisters were the pioneers of nursery education in England. In 1911 *Rachel Macmillan* and *Cargaret Macmillan*, the two sisters, established a nursery school at Deptford. This need was regularised by the Act of 1913.

Education Act of 1918 and Nursery Education.—By this Act the Government was asked to make arrangements for the nursery schools and classes for infants. Provision was also made to provide financial assistance to such institutions that brought about the physical and mental development of infants. This Act is known as Fisher Act.

Although by the *Fisher Act of 1918*, Local Education Authorities were given powers to make arrangements for nursery education, but these provisions were not put into practice. Probably, people of England were not very enthusiatic about it. By 1938, according to the report of the President of the Board of Education, 46 Local Education Authorities had established only 57 nursery schools. This progress in the field of nursery education was simply negligible, considering other aspects of education in England.

In 1939 the number of nursery institutions grew to 120. Then came the Second World War and progress came to a standstill. During World War the number went down.

Second World War and the need for Nursery Education.—The Second World War brought to fore-front the need for nursery education. It was felt that there should be such institutions where children of the working mothers could be taken care of. In order to meet this requirement, certain nursery institutions were run by Welfare Authorities. On April 1, 1946, all such institutions were handed over to Local Education Authorities. Now the number of nursery institutions came to 353. There were also 17 nursery institutions run by voluntary bodies. By 1948, the number of the nursery institutions had gone up to 398.

Nursery Education as a Plan of Education.—Now nursery education is considered to be a part of educational pro-

gramme in England. But it is very painful to note that only 2 per cent of children of England go to nursery schools. There is dearth of school buildings for nursery schools. In these nursery schools there are toys and other educational materials that help the mental development of the childern. These nursery schools provide alternatives to home. There are such programmes and bring about physical development of the childern.

New Pattern of Nursery Education.—A new pattern of nursery education has come into being in England. In this pattern the students stay at home for half of the day and for the other half of the day stay in the schools. Thus, they get an opportunity to be at well as in the school.

Certain schools have also started nursery classes. Such nursery classes are part of the school programme. But most of the nursery schools have individual and independent existence.

Causes of the Development of Nursery Education in England.—Every educational programme is borne out of socio-economic need. This is true of nursery education in England. Industrial Revolution brought about a change in the social set up of England. This change did make a new move and form of nursery education.

Urbaniziation & Unsatisfactory Conditions of Family.—Due to Industrial Revolution, the family life of England underwent a change. Process of urbanisation started. People from the villages started pouring into cities. They came there to find work in the mills and factories. These mills and factories engaged thousands of women and children. Now the Family system of village life started disintegrating. Now everbody had to earn bread. Family could not run on the income of one man only. Such a situation brought out the woman-folk and so arrangements had to be made for infants and children. The need to bring about the mental and physical development of the children was also felt. This need brought into being nursery schools.

Researches in Psychology.—Research in Psychology brought about changes in the field of education. It now came to be realised that children should be freed from repression. They should be provided with an atmosphere that may bring about their independent and natural development. It was felt necessry to keep them free from repression. Only such a situation could keep them away from neurosis.

Effect of World Wars.—World Wars brought the women-folk to offices and factories. They started working and so brining up of their children became the responsibility of the society. This need gave birth to nurseries and creches.

The Act has made provision that all such children of the age of 2 to 5 years shall go to these nursery schools. These nursery schools form a part of the national system of education of England. Their main job is to bring about the mental and physical development of the small children. The Act, in this regard, says :—

> "In chief function, on the contrary, is to foster the all-round growth of normal children. It is primarily educational and only secondarily for remedial the nature of the remedy varies from child to child."

Nursery Schools or Infant Schools today.—Today in England there is a network of nursery schools and infant schools. Attendance in these schools is not compulsory. These Schools attempt boys and girls of the age group of 2 to 5 years. As soon as the boy or girl reaches the age of 5, he or she has to go into a primary school. It is here that the real process of education begins. In the nursery schools education is imparted along with play and games.

Types of Nursery Schools.—According to Butler Act, there could be only two types of nursery school :—

(*a*) Nursery Schools ; and

(*b*) Nursery Classes.

Nursery school could be such institutions that make arrangements for nursery education independently. Such institutions, according to Education Act of 1944, should be solely devoted to this task.

According to the Act of 1944, nursery classes could be opend in primary schools and other schools. These classes are intended to provide education to small children.

In practice, in England, thete are three types of nursery schools :—

(1) Nursery schools ;

(2) Nursery Classes ; and

(3) Nursery Infant Schools.

Nursery Infant Schools.—Since the Education Act of 1944 had made provision for the establishment of snch institutions where children of the *age group of 2 to 7 years* could study, these institutions came into being.

Number of Students in Nursery School.—According to the Act of 1944, a nursery school could not admit more than 40 students. It is also campulsory to have a garden attached to every nursery school.

Finances.—It is the duty of the Education Ministry and the Local Education Authorities to provide the finances for runing the nursery education. These nursery schools take charge of the boys for the whole day. The recent scheme also provides for spending half day at home and half day at school.

Time-Table of the Nursery School.—Nursery schools start working at 9·00 in the morning and run till 3·45 P. M. These schools also provide for meals and games for the children. Most of the time is spent in playing and the children are trained in the use of their sense organs. Children are given opportunity to live independently. They als learn about life, though unconsciously. The school programme runs as follows :—

9·00 A. M. to 9·50 A. M.	—Attendance, prayer, *etc.*
9·50 A. M. to 10·00 A. M.	—Collective physical training, games, *etc.*
10·00 A. M. to 10·15 A. M.	—Dialogue through pictures.
10·15 A. M. to 10·50 A. M.	—Lunch—the children have to wash their hands, set their table, eat and clean their hands and mouth.
10·50 A. M. to 11·05 A. M.	—Independent games.
11·05 A. M. to 11·50 A. M.	—Rest—on Wednesdy and Friday education for proper use of sense organs is provided. There is programme for music on Tuesday and Thursday.
11·50 A. M. to 12·00 Noon	—Children are trained in putting on clothes properly. They are trained in dressing themselves up.
12·00 Noon to 1·30 P. M.	—Rest.
1·30 P. M. to 2·30 P. M.	—Class inspection.
2·30 P. M. to 2·55 P. M.	—Independent games.
2·55 P. M. to 3·30 P. M.	—Creative work such as drawing, clay modelling *etc.* and stories.
3·30 P. M. to 3·45 P. M.	—Changing the clothes, prayer and then going home.

Such a time-table provides ample opportunity for the training of the students. It also gives them an opportunity to stay at home and have the touch of the family life.

POINTS FOR REVISION

(1) Education is child centred today. All the educational programmes are guided by the requirements of the child.

(2) Education of the children must begin at the age of 2 or 3. The age between 2 and 5 is of great importance in the life of child. It is this phase which is covered by nursery education.

(3) Nursery education in its scientific form began in the 19th century in England. Macmillan sisters made a very important contribution in this regard. Then Fisher Act of 1918 gave a new colour to nursery education.

(4) Second World War gave further impetus to nursery education.

(5) There is a new pattern of nursery education in England. Under this pattern half of the day of the children is spent at home and half is spent in school.

(6) Growth of industries and the process of urbanisation brought to fore-front the requirement of nursery education. Researches in Psychology also contributed to this pattern of education. Then the two World Wars also made the people of England realise the importance of nursery education.

(7) Kindergarten movement also added to this importance.

(8) Robert Owen, a legendary figure of Industrial Revolution in England, did poineering work in the field of nursery education. In 1816 he established a school. By and by this movement gained greater importance.

(9) In 1862 an enactment was made which laid further stress on infant education. Then the Act of 1870 and the Declaration of 1893 gave further impetus to nursery education in England.

(10) In 1874 a Froebel Society was founded in England.

(11) The Education Act of 1921 tried to make the attendance in these nursery schools compulsory.

(12) Then the Education Act of 1944, in the real sense of the term, gave a new look to nursery education.

(13) Now nursery education is flourishing in England on the basis of the provisions of this Act.

(14) There are three types of nursery schools in England—(*a*) Nursery Schools; (*b*) Nursery Classes; and (*c*) Nursery Infant Schools. In Nursery Scbools the teaching starts at 9·00 A. M. and goes up to 3.45 P. M. School programme concerns various aspects of life.

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CHAPTER V

PRIMARY EDUCATION IN ENGLAND

Q. Describe briefly the aims and objects of primary education in England ?

Or

How is the present primary education in England administered and organised ? Discuss.

The hisory of education in England shows that education has progressed there continuously and continually. The Education Act of 1944 and certain subsequent measures are nothing but a culmination of the process of change that has been going on there for all these years. Formerly, this primary education was known as Elementary Education. It was Hadowe Committee which first gave out the view that Elementary Education should be called Primary Education. The Act of 1944 gave a practical shape to this suggestion.

Definition of Primary Education.—According to the Education Act of 1944, Primary Education has been defined thus :—

> "Primary education, that is to say, full time education suitable to the repuirements of junior pupils who have not attained the age of 10 years and 6 months, and full time education suitable to the requirements of junior pupils who have attained that age and whom it is expedient to educate together with junior pupils who have not attained that age."

Primary education, according to law, is that education which is imparted to the young boys and girls below 12 years of age.

Development of Primary Education in England.—Education that could be called primary education did not develop in England before the 18th century. In the beginning, there were charitable institutions that made arrangements of primary education. Such a situation prevailed between 1800 and 1833. This is called the Philanthrophic Period of Primary Education in England. During that period several religious institutions established certain primary schools and made arrangements for primary education.

During this period there were many Dame and Parish Schools. But it was the Charity and Sunday Schools that played a vital role in the elimination of illiteracy in England.

These Sunday Schools had been established as early as 1803 by Robert Rex. They did not find their activities to the spread of religious institutions but they also contributed towards imparting knowledge of 3 Rs to the students. In 1803 Sunday School Union established certain schools. These schools were intended for utilising Sunday for educating the children.

In 1811 the National Society for Promoting the Education of the Poor and in 1814, British Foreign School Society was established. These societies were established with the object of imparting primary education to young children.

In 1833 for the first time the State evinced interest in the primary education. It endowed an amount equivalent to about 20,000 rupees for running the primary institutions. This money was shared by the two societies.

In 1839 Privy Council appointed a Sub-Committee for Studying the Education Problems of the People of England. Sir James K. Shuttleworth was the first Secretary of this Committee. He, in a short time, made a pioneer work in the field of primary education.

In 1853 Sir James Graham arranged for a Bill which laid down that the children, working in the factories, must be provided education compulsorily. This Bill also provided that the State should come out with loans for erecting and maintaining the schools. This Bill also laid down the composition of the managing committees of these schools. This Bill gave a theocratic colour to the whole of primary education.

In 1861 New Castle Commission made further changes and reforms in the Bill. By this time people of England had come to realise that national life cannot progress unless education gets its proper place. In 1867 a Reform Bill was passed which gave voting right even to illiterates. By this time people had also come to realise that elementary education must be secular in character.

PRIMARY EDUCATION TAKES A CONCRETE SHAPE

1870 Act of Elementary Education (W. E. Forester's Act) of Elementary Education.—The main aim of this Act was to provide education to the children. On the basis of this Act Local Education Boards were directed to open schools in the areas where there were insufficient schools for providing education to small children.

Elementary Education between 1870 and 1900.—With the Act of 1870, we find that certain new types of primary schools had come into being. These schools were run by School Boards. Other than these schools there were the schools run by the private

bodies. In short, it may be said that there were two types of schools in those days :—

(*a*) Elemantary Schools run by School Boards ; and

(*b*) Schools run by private agencies.

The Act of 1870 did not do away with the idea of having primary schools run by private agencies but tried to strengthen the scheme of primary education being run by private agencies. Forester himself said :—

> "We proposed to complete the present voluntary system to fill gaps, sparing the public money where it can be done without procuring as much as we can the assistance of the parents and the welcoming as much as we rightly can the co-operation and assistance of those benevolent men who desire to assist their neighbours."

The assistance provided by the Act of 1870 had an encouraging effect on elementary education. Within a period of a year and a half the churches worked with great enthusiasm and opened about 2885 schools.

Restriction on Children working in Factories.—It was in 1870 that a legal provision was made that children of 10 to 14 years of age should not be allowed to work in factories or other places. They should be made to go to school. The age for compulsory education was put between 5 to 12 years. In 1900 it was raised to 14.

In 1888 Cross Commission gave suggestions for further reforms in elementary education. It laid stress on competent teachers and also recommended that universities should establish training colleges for the training of the teachers.

In 1891 Free Schooling Elementary Education act was passed. This gave right to the guardians to educate their children free of charge. School going children between the age group of 3 to 15 years were given a Government assistence of 10 shilling each.

Control of the Local Authorities over Primary Education.—*In 1902* the Education Act finished the School Boards. Now the Local Education Authorities were given the place of Education Boards. For a county, *'County Council'* was to serve as a Local Education Authority. Similarly County Borough Council was to serve as Local Education Authority for other areas. This Act also brought about further reforms in the field of education. Greater stress was laid on physical education.

Now the curriculum of primary schools included History, Geography, Science, Hadicraft, gardening, *etc.*

Free and compulsory primary education.—Education Act of 1918, which is known as Fisher Act, did away with the realisation of fees in the primary schools. Now primary education was made free as well as compulsory. It was made binding for the Local Education Authorities to start nursery schools for the children of 2 to 5 years of age. The age for compulsory education was fixed at 14. Local Education Authorities were Authorised to raise this age to 15.

In 1921 Hadow Commission made further reforms in the field of primary education. The old elementary education system was re-organised. It was planned to have self-contained schoools for the children of 5 to 11 years of age. It was also suggested to establish self-contained and independent secondary schools for children above 11 years of age. It was recommended that the curriculum should be diversified. It was also made compulsory that the upper limit of the age for compulsory education should be raised to 15.

In 1938 Spens Report laid stress on establishment of technical high schools.

The recommendations of these committees could not be implemented as the Second World War intervened. However, all these recommedations were incorporated in the Act of 1944.

Education Act of 1944 and Primary Education.—This Act brought about a good deal of change in the field of primary education. It made further advance in this field. It is from this Act that elementary education came to be known as primary education. The statement of H. C. Dent that 'the Act (1944) makes possible an important and substantial an advance in education as this country has ever known' is true of the primary education as well.

Aims and Objects of Primary Education in England.—Primary education in England aims at the following six requisites—

(*a*) Building of character.

(*b*) Pysical development.

(*c*) Mental and Psychological development.

(*d*) Awakening of readiness and desire for further studies.

(*e*) Cultural education.

(*f*) Spirtual education or education for self-realisation.

At every stage of education in England, a great deal of stress is laid on character building. This is true of the Primary Education as well. *Here education aims at self-discipline and the whole of the educational programme is organised with this objective in view.*

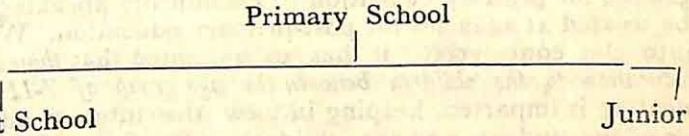
Stages of Primary Education in England.—Primary education in England includes three stages :—

(*a*) *Nursery education* which is meant for boys and girls up to the 5 years of age. Here attendance is optional. While dealing with the nursery education in England, we have already talked about it.

(*b*) *Infant education or infant schools* are meant for children of 5 to 7 years of age. In these schools attendance is compulsory.

(*c*) Then, we have *Junior Schools*. They are for children between the age group of 7 to 11 years. Here also the attendance is compulsory.

In short, primary education may be said to contain the infant schools and junior schools. This situation may be depicted with the help of the following diagram—



Infant schools have been established in England after a good deal of research in education. After these researches, the educationists have come to realise that for chileren between 5 and 7 years new infant schools should be established. In these schools children should be trained in proper use of their sense organs. Here Learning by Doing should be practised The following extract from the report very aptly depicts the requirement—

> "The curriculum should be thought of in terms of activity and experience rather than of knowledge to be required and facts to be stored."
>
> (*Report on Primary Schools*)

Education in infant School.—In Infant Schools too much of stress is not laid on the teaching of 3 Rs. Greater stress is laid on activities. According to law, the size of the class, the dimensions of the rooms and other things have been laid down. In every school there are about 11 to 12 rooms with an area of about 600 to 1000 sq. ft. There is a hall in every school building which is used for assembly of all the students.

Teacher.—In Infant Schools the teacher works only as a guide. He does not interfere with the work of the students. He trains them to talk properly, to sit properly, to eat properly and to do other things in a proper manner. The students are taught the lesson of co-operation. They are made to sit and eat together. The ideas of world citizenship and universal brother-

hood are transformed into action. The following extract depicts the situation there—

> " 'Infant school' will be a place where life has all the freshness and vividness of early childhood, and where activities are pursued in a spirit of lively adventure. It will have provided the children with many new interests, and it will have given them in a measure suited to their age and maturity both the freedom and discipline through which their awakening of group membership may best be developed. Its product should be a child who in comparison with the child of 5, is self-possessed, responsible, independent and capable of devoting himself to a straightaway task with a remarkable intensity of purpose and a high record for the proper way of performing it."

Junior School.—The Junior Schools are also considered to be agencies for primary education. Technically speaking, they should be treated as agencies for post-primary education. Without going into the controversy, it has to be noted that *those schools provide education to the children between the age group of 7-11 years.* The education is imparted, keeping in view the interest and the aptitudes of the students and the children. The following extract depicts the picture there :

> "The Junior School receives pupils from the infant school at the age of 7 and sends them to some form of secondary at 11."

In one class more than 40 students cannot be admitted. Beyond that number, students cannot be admitted in a Junior School. There is provision for playground, gymnasium, assembly hall and such other minimum requirements as laid down by the Ministry of Education. The Junior Schools have to obtain a certificate to the effect that they posses these minimum requirements.

All round development of the child.—Junior Schools are intended to bring about the all round development of the child. They do not confine their activities to physical or mental development alone. They concentrate on both these types of development. A good deal of stress is laid on *Nature Study.* This is done in order to bring about the development of the instincts of curiosity and activity of the child. Children are provided with the opportunity to develop their power of observation and invention. Students are also taught about the use of their mother tongue.

Control of the Ministry.—It is the Ministry of Education that controls the grant-in-aid to these schools but not the curricula and the syllabi. It has rightly been remarked—

> "The most striking characteristic of junior as of all other schools in England is that the Ministry of Education does

not prescribe the curriculum and course of study or methods of instruction."

Head of the Institution.—Headmaster or the head of the institution is the Chief Executive as well as Academic Officer of the school. He looks after the entire management. The head has full initiative in the matter and so he can run the institution according to his own likes and dislikes. The following quotation very rightly presents the picture—

"It is the head of a school who is its leader with the result that no two schools are alike."

Common Features of the Curriculum and the Method of Teaching.—Due to control of head and his initiative in the matter two schools are not similar. Every institution has its own individuality as that of the head. In spite oft his difference, there are certain common features of these schools. They are being enumerated below—

(*a*) The sense organs of the children are trained. They are also trained to acquire knowledge independently. They are also trained to learn by doing.

(*b*) Children are provided education trough Playway method.

(*c*) An attempt is made to co-ordinate the teaching of the handicraft with other subjects.

(*d*) Art occupies an important place in the scheme of education.

(*e*) A good deal of stress is laid on reading and writing,

(*f*) Students are also trained to acquire knowledeg of the mother-tongue and to use it in their day-to-day life.

Difference between the curriculum of education for the girls .ane that of the boys.—There is differentiation in the curricula and syllabi. Girls have a separate curricula from the boys and the boys are made to learn History, Geography, Science, Music, Hygiene *etc.* and acquire physical training. Girls are taught about Domestic Science and Home Craft. Teaching aids and games occupy an important place in the scheme of education. The following extract is a proper presentation of the situation :—

"The curriculum of the primary school is to be thought of in terms of activity and experience rather than of knowledge to be acquired and facts to stored."

POINTS FOR REVISION

(1) Education as well as primary educaction has been progressing in England since long. The Act of 1944 is, in fact, a

culmination of the process of development of education. This is true of primary education as well.

(2) Originally it was called elementary education but now it is called primary education.

(3) Primary education is a full-time education, which is imparted to boys and girls below the age of 12 years.

(4) In the 18th century the primary education developed. Prior to that, it had not developed properly.

(5) Religious institutions played an important part in the development of primary education.

(6) During 19th century several committees and commissions were appointed to report on the progress of primary education.

(7) In 1839 a committee was appointed by the Privy Council; in 1853 Sir James Graham arranged for a Bill for education to children working in factories; in 1861 Castle Commission made further changes in this direction; in 1870 the Act of Elemementary Education, which is known as Forester's Act of Elementary Education, was passed.

(8) Between 1870 and 1900 elementary education made further progress. In 1888 Cross Commission made important suggestions for further reforms in elementary education. It was in 1891 that Free Schooling Elementary Education Act was passed. This Act made the elementary education free.

(9) In 1902 the Education Act made the Local Education Authorities responsible for all sorts of education. Then the Fisher Act of 1918 finished the realisation of fees in primary schools.

(10) In 1921 Hadow Commission made further reforms in the field of primary education.

(11) In 1938 came Spens Report which laid greater stress on technical education.

(12) Then the Act of 1944 gave an all round development to primary education.

(13) Primary education in England is intended for building of character, physical and mental development and awakening for further studies. It also aims at imparting cultural education and spiritual education.

(14) Primary education in England includes 3 stages of education.

(*a*) Nursery education;

(*b*) Infant education, which is imparted by infant schools; and

(*c*) Junior School education. There are junior schools that impart education of this standard.

(15) There are two types of schools for primary education—

(*a*) Infant Schools, and

(*b*) Junior Schools.

(16) Primary education in England is financed by the Government, but the Local Bodies manage it and look after it.

(17) The head of the institution has a lot of say in the field of primary education. His individuality makes the school distinct.

(18) Primary deucation in England is more based on playway method and teaching aids. An attempt is made to impart education according to interest and aptitudes of the children.

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CHAPTER VI

SECONDARY EDUCATION IN ENGLAND

Q. Describe briefly the plan of secondary education in England.

Or

Discuss briefly the present system of secondary education in England.

Secondary Education in England.—Act of 1944 gave a well-organized national pattern of education to England. This Act laid greater stress on secondary education. Secondary education after this Act expanded and progressed by leaps and bounds. It brought about a thorough change in the field of secondary education. The *Butler Act of 1944* defines secondary education in the following words :—

> "Secondary education, that is to say, full-time education suitable to the requirements of senior pupils, other than such full-time education as may be provided for senior pupils in pursuance of a scheme made under the provisions of this Act relating to further education."

Definition of secondary education according to Act of 1948.—The Act of 1948 provided further improvement to the definition furnished by the Act of 1944. This Act added the following words to the previous definition :—

> "and full-time education suitable to the requirements of junior pupils who have attained the age of 10 years and 6 months and who it is expedient to take together with senior pupils."

Secondary education in England in historical retrospect.—Secondary education in England is as old as primary education. This education continued to change with the socio-economic changes in England. In 1926, Hadow Committee Report classified the school-going children into two groups. One consisted of children between *5 to 11 years of age* and other group consisted of the children between *11 years of age and 15 years of age.* It was intended to send the children of the age group of 5-11 for elementary education and the children of the age group of 11-15

for secondary education. In order to bring about the intellectual development of the children, three types of schools came into being :—

(1) *Secondary Grammer Schools.*—These schools were already present.

(2) *Secondary Modern Schools.*—They were established as a result of the recommendations of Hadow Committee, and

(3) *Secondary Tdchinical Schools.*—These schools were later on converted into Technical High Schools in 1936 as a result of Spins Committee Report on Technical Education.

It means that prior *to the Act of 1944*, there was *Tripartite System of Secondary Education.*

It was this *Tripartite System of Education* that formed the backbone of secondary education in England. Later on the Act of 1944 and subsquent Acts changed these schools according to the requirements of England.

Provisions for secondary education.—According to Act of 1944, secondary education started at the age of 11 plus, but the subsquent Act of 1948 reduced this maximum limit and brought to 10 years and 6 months. Now in England the age for secondary education starts at 10½ years or 11 years and goes upto 18 years.

Beginning of secondary education in England.—In England secondary education began as early as 17th or 18th century. Up to 19th century there were Public Schools in England. It was these Public Schools and Grammar Schools that looked after the secondary education. It was the 20th century that saw scientific and psychological growth of secondary education in England.

Public Schools Commission of 1861-1864.—In England there were nine great Public Schools. This Commission made an enquiry into the working of these Public Schools.

School Enquiry Commission 1864-1868—This commission chose the secondary education for its enquiry and study.

Bryce Commission on Education (1894-1995).—It was this Commission which was entrusted with the task of laying down the principles on which the secondary education could be run and managed in England. In fact it is the recommendations of this Commission that formed the basis of the secondary education in the 20th century. It gave phillip and encouragement to the secondary education in England.

Chief recommendations of the Bryce Commission.—Brye Commission put forward certain very important recommendations. These recommendations are given below in outline :—

(1) The Commission recommended that in view of the change in socio-economic conditions, a changed should be brought about in the curriculum and syllabus.

(2) It put forward a recommendation that an Education Board should be set up to provide guidance to the schools and institutions.

(3) It also recommended that good number of Inspectors should be appointed to see that education policies were being carried out properly and accurately.

(4) The most important recommendation of this Commission was that in the Central Cabinet a separate Ministry of Education should be established under the charge of a full-fledged Cabinet Minister. The Minister should be responsible to the Parliament.

(5) In order to improve the conditions of the teachers the Commission recommended that the services of the teachers should be made permanent.

(6) It also recommended that greater stress should be laid on technical and vocational education as it was the need of the hour.

Establishment of 'Education Control Board' and Education Consultative Committee.

In view of the recommendations of Bryce Commission, Education Control Board or '*Central Education Board*' and Consultative Committee for Education were established. The appoinment of these Committees, reformed the conditions of secondary education in England to a very great extent. In the field of technical education no progress worth mentioning could be achieved. As a result of this, in 1902, Educational Code was framed.

Development of Technical Education and Secondary Education.—In order to meet the national requirements, provision was made for technical education along with secondary education. County Councils and County Borough Councils as well as Provincial Councils were entrusted with the task of running the technical education. They had to carry out the programme of technical education in accordance with the recommendations and instructions of the *Central Education Board* and *Education Consultative Committee*. It was these Councils that presented plans for the development of technical education. In short, it was these Councils that were given the sole responsibility for technical education.

Efforts to bring about uniformity in the pattern of secondary education in England.—Up to 1904, secondary educa-

tion in England had not assumed a uniform pattern and shape. It was necessary to bring about uniformity in the standards of secondary education. Each secondary school had its own curriculum and syllabus. Greater stress was laid on classical languages. Very little realisation was made of the needs of scientific and technical subjects and their study.

Actions of Education Board in 1904.—Education Board had under it endowment institutions and institutions run by Local Educational Authorities. Education Board decided that for all these schools the maximum age shall be 16. Secondary education was given a duration of four years. Number of subjects who also determined and laid down. Curriculum and syllabus were also changed and reoriented as to meet the new requirements. *Curriculum included teaching of English language and literature, Geography, History, Mathematics, Geometry, Science, Arts, etc.* It was also made compulsory to study another language along with English.

A good deal of *stress was laid on physical education.* In fact it was realised that mental development was not all in all. There was need for the physical development of the students.

Method of teaching was also changed. Dalton plan and project methods were owned by the new secondary schools. In order to make the teaching interesting and efficient, certain aids were brought into use. These aids included epidiascope, Gramophones Radio *etc.*

As a result of the First World War England suffered an economic slum. Due to deterioration of economic conditions, certain plans in secondary education were given up but certain important education pregrammes continued to progress.

Labour Government of 1924 and changes in the pattern of secondary education.—In 1924 Labour Party came to power in England. By this time people had realised that education was necessary for the proper development of the society. It was now also realised that secondary education is not independent in itself. It is a projection and development of primary education. There is difference between the requirements of primary education and secondary education no doubt, but both these educations have to be managed properly. *Dr. Towney* was the chief exponent of the exact relationship between the primary and the secondary education. His views directed the education of the public as well as the Government.

Hadow Report on Education.—As a result of the views of Dr. Towney a Committee under the Chairmanship of Sir W. H. Hadow was appointed in order to enquire into the requirements of education for infants. This Commission submitted *its report in*

1926. This report is known as Hadow Report. Given below is an outline of its recommendations :—

(1) The Commission suggested that elementary education should be re-named as primary education.

(2) The Commission further suggested that the primary and the secondary education should be divided into three stages :—

The *First stage* should be called primary education and the maximum age limit for the boys at this stage of education should be fixed at 11 years.

After this statge of education, the secondary education should begin. Secondary education may be sub-divided into two categories, *pre-secondary education* or *junior school education* and *secondary edncation*. The whole of this education should be called secondary education. It was also recommended that the students at the age of 12 must be admitted in one secondary school or the other of their choice.

The Commission recommended that the maximum age limlt for finishing the secondary education should be laid at 15.

This Report laid a good deal of stress on the physical, intellectual and material development of the society through children. In fact the Commission had been appointed to go into the organisation of the schools, the curriculum and the objectives of the teaching. This Commission gave recommendations of far-reaching consequences. It was for the first time that this Commission suggested that proper stress should be laid on the teaching of art, music and handicrafts. It also recommended that History, Archaeology and Literature should find respectable place in the programme of education.

Education Act of 1936.—After Hadow Report the second land-mark in the history of English education is the Education Act of 1936. In fact this Act was intended to solve the shortage of buildings in the field of secondary education. Through this Act the Government aided schools were authorized to spend, to the extent of 75% of the Government grant-in-aid on the construction of buildings. Although this facility was given to 519 institutions in all, but only 37 institutions could really be benefited.

This Act also raised the school leaving age by one year and fixed it at 15.

The effects of the World War were to be seen at all aspects of the society in England. Only educational programmes could bring about rapid reconstruction of the society. During the period between 1914 and 1938, we find that several programmes were

undertaken in order to bring about rapid progress in the field of education.

Spens Report on Education—1938.—In 1939 a White Paper was published on education. This White Paper was based on the survey conducted by Education Board in the public schools of England. This Report laid stress on the following :—

(*a*) Greater stress should be laid on practical education. It was in fact the need of the society.

(*b*) Up to this moment great imortance was attached to Grammar Schools. Now it was recommended that greater stress should be laid on technical education. In fact it was also the need of the hour and also necessary for the progress of the society. It was also recommended to provided for three year's course in Junior Schools. This course was intended for technical education. It was also recommended that these schools may be raised to Higher Technical Schools.

(*c*) It was recommended to establish Multilateral Schools. These schools were inteeded to provide an uniform education with diversified curriculum to the young boys and girls of the country.

(*d*) Further subjects were added to the curriculum. This was done in order to make the curriculum useful and intereresting. Such a step was not intended to enhance the number of subjects of State. This was intended only to provide the students with the opportunity to study the subjects of their choice.

(*e*) The Committee also recommended that age for Junior classes should be fixed at 13.

Norwood Commission of 1941.—Second World War ravaged England to a very great extent. On the other hand it also proved the metal of English people. It came to be realised that education can play a very vital role in life. Second World War provided this point to the hilt. In view of this realisation and the recommendations of Spens Committee Report, a Committee was appointed under the Chairmanship of Sir Cyril Norwood. This Commission put forward certain recommendations before the Education Board. These recommendations were intended to do away with the shortcomings of the Spens Committee Report and to make secondary education better organised and more scientfic. Given below is an outline of the recommedations of Norwood Commission :—

(1) Children after primary education must be admitted, either in some primary school, some technical school, or some modern secondary school. In fact children must find place for

further education according to their aptitudes and likings.

(2) It was recommended that age for admission in a secondary school should be laid at 13.

(3) It was also recommended that Lower Schools should be established for the childern between 11 and 13 years of age. In these schools there should be a uniformity of the standards of education as well as curriculum.

It was also suggested that the teacher should provide proper guidance to the students so that they may go in for secondary education of their choice.

(4) It was also recommended to have an aptitude and intelligence test and encourage the students to go in for secondary education, according to the results of these tests. It was also suggested that due regard should be paid to the wishes of the guardians while providing students with higher education.

The most important recommendntions of this Commission deal with the *Examination system* and the rules regulating admission to Universities. In this regard it made recommendations of far-reaching consequences.

(5) This Commission also made certain recommendations in regard to financial assistence to the students, such as Scholarship *etc.*

(6) In short, recommendations of this Committee, helped to change the face of the secondary education to a very great extent.

Education Act of 1944 and Secondary Education.—This Act is more or less a consummation of the progress of the secondary education in England. It has given a very clearcut and organised shape to the secondary education of England. Given below is an outlina of the salient recommendations of this Act :—

(1) Secondary education should be the responsibility of the State and children above the age of 11 must be provided with secondary education. As a result of this recommendation Government took over the entire expenditure on this item.

(2) Prior to this Act primary education and sacondary education were managed together, but now they are managed separately.

(3) An addition was made in the rights and obligations of Education Authorities. These Education Authorities were made perfectly responsible for primary, secondary and higher education within the the area under their jurisdiction.

(4) Age for admission in a secondary school was laid at 15. It was also suggested that in certain cases, as and when required, this may be raised by a year.

(5) The powers of the Education Minister were raised. It was made binding on the school to observe the rules and regulations framed by the Ministry of Education; only then a school could be recognized.

These rules and regulations dealt with the equipment, economic conditions, method of teaching, qualifications and conditions of service of the teachers, *etc.*

(6) Even those institutions that had endowments, were asked to observe certain rules and regulations farmed by the Ministry of Education.

Secondary Education Today

Since the Act of 1944, education in England has been progressing on scientific lines. Certain amendments to this Act were effected 1946 and then in 1948. These amendments were intended to make education more effective and well-organised.

Secondary education has two sectors in England :—

(1) Government sector or Public sector of secondary education; and

(2) *Private* or voluntary sector of secondary education. In fact all the institutions that or run, aided or controlled by the Government, are included in the Government managed secondary education. On the other hand, all such institutions and schools that are run and managed by private agencies, are included in the private sector of secondary education.

Secondary Schools in England.—Secondary schools in England may be classified under the following three categories :—

(1) County Secondary Schools;

(2) Voluntary Secondary Schools; and

(3) Independent Secondary Schools such as Public Schools.

This classification is on the basis of the administration and control.

County Seconeary Schools.—These schools are run by Local Educational Authorities. Since 1944 these Schools are known as Regional Secondary Schools. They are undenominational in character. The running of the institutions, the appointment of their teachers, their promotion, dismissal *ete.* are controlled by Local Educational Authorities in regard to these institutions.

Voluntary Secondary Schools.—These Schools are free from the control of the Government. They are run by certain private bodies such as Churches *etc.* Since 1944, they are categorised into the following three classes :—

(*a*) Controlled Secondary Schools;

(*b*) Aided Secondary Schools; and

(*c*) Local Agreement Schools.

(a) **Controlled Secondary Schools.**—These are those that are completely under the control of the Local Education Authorities. These Schools were taken over by the Local Education Authorities because they were not even able to bear 50% of the total expenditure. Such institutions are run and governed by a Managing Committee whose two-thirds members are appointed by the Officers of the Local Education Authorities. These Schools had provision for giving religious instructions for two periods a week.

(b) **Government aided Secondary Sehools.**—Such Schools that were able to bear 50% of the total expenditure but were not able to bear the total expenditure, came to be classed under this category. Fifty per cent of the expenditure of these Schools is given by the Government as grant-in-aid. These Schools do not depend upon the Officers of the Local Education Authorities for the appointment of teachers and their control. Only one-third of the total strength of the teachers is appointed by the officers of the Local Authorities in these Schools.

(c) **Local Agreement Schools.**—At the time of 1944 there were certain institutions that could bear their entire expenditure. They were also free in their internal administration. In order to have proper standard in these Schools, Local Education Authorities entered into a special arrangement with these Schools. Since then these Schools are running efficiently as before.

In regard to Voluntary Schools certain rules and regulations are framed by the Education Minister. These Voluntary Schools have to observe those rules and regulations.

Independent Secondary Schools.—These independent secondary schools are outside the control of the State. These schools have their own qualities and characteristics.

Different types of secondary schools in England

Secondary education today begins more or less at 13. It is at this stage that the aptitudes and interests of the child are discernible. In order to meet the requirements of the aptitudes and interests, secondary schools of different types are organised

and have been organised. In England we have the following three important types of secondary schools :—

(*a*) *Grammar Schools* ;

(*b*) *Modern Secondary Schools* ; *and*

(*c*) *Technical Schools.*

Classification of secondary schools on the bssis of curriculum, courses and administration.—The three types enumerated above do not meet the entire requirement of secondary education of England. These schools are also not able to copy with the growing need of the students. In order to meet the growing requirements certain other types of schools have also come into existence. They are of the following types :—

(1) *Comprehensive Schools* :

(2) *Bi-lateral Schools* ;

(3) *Multi-lateral Schools* ; *and*

(4) *Common Schools.*

(a) **Grammar Schools or Separate Grammar Schools.**—These institutions are meant for the students who want to go in for University education. There is a course of six years where good deal of stress is laid on classical and modern languages, Mathematics, Science, *etc.* Other than these subjects Literature, Geography, History, Art, *etc.* are also taught. Teaching of a foreign language is more or less compulsory.

These institutions have a rich programme of co-curricular activities. There is a varied programme of physical exercises, games, music, *etc.*

For girls Home Science is a compulsory subject.

Generally those students who have Higher Intelligence Quotient, find admission in these schools. Since the Act of 1944 these Grammar Schools have also started preparing students for vocational and technical line. This arrangement has been made in order to fix up those students who are not able to go in for higher education in life.

(b) **Modern Schools.**—These schools meet the requirements of the majority of the students, anxious to secure secondary education. Here there is diversified curriculum. Intelligent, dull and average students are provided with education and training suited to their interests and aptitudes. Curriculum is so designed that students of all categories may find place. A good deal of attention is paid towards physical, intellectual as well as emotional development of the children. English, Mathematics, History, Geography

and Science is taught in each and every modern school. Along with these subjects, Domestic Art, Music, Crafts, Gardening Animal Husbandry, *etc.* are also taught.

In the lower classes of these modern schools, Playway Method of education is employed. Students are also trained in some occupation or craft. This is done in order to enable the students to become self-dependent.

The teacher here acts as a friend, philosopher and guide. He does not dominate the students. He helps the students as and when required. His job is to inculcate thirst for learning in the students.

(c) **Technical Schools.**—Technical Schools are meant for those students who want to go in for technical education. Here the entire education is based on certain trades and vocations. Every students has to go in for one particular trade or vocation. Along with that trade he has to study Literature, Art, History, Music, Moral Instructions, physical exercises, *etc.* There is a course for four to five years. Generally students at the age of 15 or 16 leave these schools.

In these schools there is provision for the teaching of Engineering, Architecture, Agriculture, Mining, *etc.*

Different types of Technical Schools.—These are the following types of institutions that impart technical education to the students in England. They are described below in outline :—

(1) *Colleges for further education.*—These institutions are termed as Technical Colleges, Local Colleges or Institutes for Technical Education. They are maintained either by Local Education Authorities or by Private Agencies. Most of these institutions are housed in their own buildings. Buildings are spacious enough as to accommodate a large number of students.

(2) *Junior Secondary Technical Schools.*—Up to 1944, these schools provided technical education for the children between 11 to 14 years of age. Since 1944 certain other subjects are also taught over here. They were established as early as 1905. Now in these schools Language, Mathematics, Social Studies *etc.*, are also taught, Course here runs for two to three years. After completing the education in these schools, the students go over to secondary technical schools.

Some of these technical schools have also Nautical Departments, where students between the age of 14 and 17 are trained to become good navigators. Since 1944, the course of these schools has been extended to five years. There is also arrangement for specialization for certain extraordinary students. There

is also provision for teaching of Engineering, Handicrafts, Agriculture, Industry, Mining, *etc.*

(*3*) *Evening Institutes of Technical Education.*—These Institutes are mainly meant for adults and grown-up people. They are intended to provide education and trainging in technical subjects but certain other subjects are taught over here.

(4) *Technical Day Classes.*—These classes were established in order to provide greater efficiency to the people already engaged in certain trades. These classes are held within a specified period in the day. For this period the workers are allowed leave from thair places of work and they come to these classes to acquire education and increase their efficiency.

(5) *Art School and Classes.*—Generally these schools are run in the evening. Their man job is to provide education in Arts and Crafts. There are long terms as well as short term courses.

There are about 10,000 technical schools in England and about 15 lakhs of students secure technical education in them. These schools are run out of Government grant-in-aid as well as money received by way of fees as well as taxes *etc.* Certain residential institutions have endowments attached to them. About 50% of the students are given concessions and so they are providad with opportunities to pursue their education in an unhampered manner.

(1) **Comprehensive Schools.**—In these schools only a part of the secondary education is provided. Only 2% of the secondary school-going students of England study in these schools. In these Comprehensive Schools an attampt is made to provide the education of the Grammer Schools, Modern Secondary Schools and Technical Schools, all at one place. In these Schools there about 1,000 to 2,500 students. There are about 100 teachers as well. Some of these teachers have specialized in their subjects. There is a long list of the elective subjects and the students are free to choose subjects of their choice. Here a good number of classical languages are taught. Other than these classical languages different branches of science are also taught. Certain commercial and industrial subjects are also taught over here. The stunents are free to get themselves transferred from one course to the other.

In these schools there are certain students who were prepared for Univeisity education while there are other students who are dull and have to go a long way.

Criticism.—The strongest argument against these schools is that they are unwieldy. Students also take a long time to cover

their course. Educationists and administrators of England have tried to meet this argument by classifying the students in different grades at the time of the admission. Students of different variety are divided into different grades. There are about 400 students in each group.

The whole of the school is divided into different Houses. There is a House Master who laoks after the working of the whole House. Other than the House Master there is a Year Master or a Farm Master. All these persons try to help the students to pursue their course and education.

(2) **Bilateral Schools.**—In these schools there is provision for only two types of education that is provided in two types of schools. Since only education of two varieties is provided here, they are called Bilateral Schools.

(3) **Multilateral Schools.**—In these Multilateral Schools an attempt is made to provide secondary education of different vorieties that is provided in secondary schools of different nature.

(4) **Common Schools.**—These Common Schools are only ordinary schools that may be termed as Modern Secondary Schools. They have nothing special about them.

Examination System in Secondary Schools of England

Examination System started in England as early as 1874 when the Examination Committees of Oxford and Cambridge Universities decided to conduct examinations. In fact this examination was intended to test the ability of the students. Generally students of the age of 18 took part in these examinations. *Since 1884 a lower category of examination* was also started. In this examination students of 15 to 16 years of age took part.

It was in 1905 that the *School Leaving Examination* was started. In London University examination was provided for, at the time of the admission.

In 1911, the Joint Examination Committee came out with certain recommendations for doing away with the defects of the Examination System. It suggested that the number of examinations should be reduced and there should be *two Examination. First Examination* should include the students upto the age of 16 and the *second school examination* should include the students of the age of 18. The students should be asked to take examination in certain general subjects as well.

In 1917, Secondary Schools Examination Board was set up. This was an attempt to bring about uniformity in the pattern of examination in the whole of the country.

In 1918, the students of the Government aided schools were deprived of the right to appear at the lower examination.

In 1920, an examination for scholarships was also introduced. England gave 178 scholarships and Wales 22.

In 1943, Norwood Commission gave its recommegdations for batterment of the examtnation system. Then *in 1945*, public views were again invited and examination system in secondary schools today is conducted on very scientific lines in England.

Since 1951, there is only one *Certificate Examination* in England. A new examination Board has been set up. This consists of the representatives of the Universities, Local Education Authorities and teachers. There are several optional subjects in examinations. Students below the age of 16 are not allowed to appear at these examinations.

There are also examinations at the time of admission to certain schools. This examination has also been modified so as to become quite scientific.

POINTS FOR REVISION

(1) The Butler Act of 1944 has made a thorough change in the secondary education of England. In fact secondary education in England is a full-time education suitable for the students of that age. It starts at the age of 10 years and 6 months or 11 years and goes up to 18 years.

(2) Secondary education started in England as early as 17th century or 18th century. Since then it has been undergoing improvements and changes.

(3) First of all in 1861-1864 *Public School Commission* brought about a change in it. Then in 1864-1868 *School Enquiry Commission* was set up. Then came *Bryce Commission* (1894 & 1895).

(4) Bryce Commission recommeaded a change in the curriculum and appointment of the Inspectors in order to supervise the execution of the educational programmes. It was this Commision which recommendcd a separate Ministry for Education.

(5) As a result of Bryce Education Commission, Education Control Board and Education Censultative Committee were established.

(6) Along with secondary education, provision was also made for technical education.

(7) In 1904 an attempt was made through the actions of the Education Board to bring about a uniformity in the pattern of secondary education in England.

(8) As a result of change in the Party Government in England in 1924 several charges in the field of education were also affected. Views of famous educationists, Dr. Towney, came to be incorporated in education.

(9) In 1926 Hadow Committee Report came to be punished. It recommended that the name of the elementary education should be changed to secondary education. It also recmmended the division of the whole secondary education into three stages :—

(*a*) Primary Education,

(*b*) Junior Education, and

(*c*) Secondary Education.

It laid the minimum age for secondary education at 15.

(10) This Report, laid a good deal of stress at physical, intellectual and material development of the society through education.

(11) The Education Act of 1936 is an important land-mark in the history of secondary education in England. This Act was very much inspired by the recommendations of the Hadow Committee.

(12) Then the Spens Report on Education came in 1939. This Report laid greater stress on practical education. It also suggested establishment of Multilateral Schools.

(13) Then came Norwood Commission in 1943. It was in the recommendation of this Commission that it was realised that education can play a vital role in the development of the society.

(14) Then came Education Act of 1944 which has since then gone subsequent changes. This Act has not only raised the powers of the Ministers but has also changed the face of the secondary education.

(15) Secondary education today is being run on scientific lines. There are County Secondary Schools, Voluntary Secondary Schools and Independent Secondary Schools.

(16) In fact now primary education, secondary education as well as University education is the responsibility of the Local Education Authorities.

(17) Voluntary Secondary Schools may also be categorised into three categories :—

(*i*) Controlled Secondary Schools,

(*ii*) Aided Secondary Schools, and

(*iii*) Local Agreement Schools like Public Schools.

(18) In fact there are the following types of Secondary schools in England :—

(*i*) Grammar Secondary Schools,
(*ii*) Modern Secondary Schools,
(*iii*) Secondary Technical Schools,
(*iv*) Comprehensive Schools,
(*v*) Bilateral Schools,
(*vi*) Multilateral Schools, and
(*vii*) Common Schools.

In fact it is the Common Schools that meet the requirements of secondary education in England.

(19) There is a good deal of provision for technical education in England. There are various types of institutions for imparting technical education. These institutions may be classed under the following heads :—

(*a*) Colleges for further education,
(*b*) Junior Secondary Technical Schools,
(*c*) Evening Institutes of Technical Education,
(*d*) Technical Day Classes, and
(*e*) Art Schools and Classes.

(20) Comprehensive Schools provided different types of courses in one school.

(21) Today Examination System in these secondary schools is being run on quite scientific lines. Since the introduction of this Examination System it has undergone several changes.

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CHAPTER VII

HIGHER EDUCATION IN ENGLAND (UNIVERSITY EDUCATION IN ENGLAND)

Q. What is the agreement and organisation of higher education in England ? Describe briefly.

Or

Discuss briefly, the organisation, working and salient features of University education in England.

"Strictly speaking, it could, we suppose, be argued that University education is to be conceived as part of further education, since the Education Act uses further education as an embracing term beyond the school stage. It has, however, to be noted that the Education Act, while directly concerned with University education in the sense that there is a clear duty placed on Local Education Authorities to enable appropriate students to proceed to Universities, does not and cannot deal with the provision of University education."

"This is for the very good reason that Ministry of Education have no direct relationship with the Universities in England and Wales. As we explained earlier, each University in this country is a self-governing body established under Charter. Government-aid has been increasingly afforded to the Universities in the recent years but the instrument used for that purpose is a body wholly independent of the Ministry of Education, namely the University Grants Committee."

Organisation of University Education in England.—Like primary and secondary education, University education is very nicely organised in England. In olden days, Grammar Schools and Public Schools used to prepare students for University education. Even in those days Universities were autonomous bodies, governed by the representatives of the teachers and other educationists. In fact England has very rich tradition of higher education. This tradition has influenced other countries of the world as well. The idea of autonomy is a gift of the University Education of England.

Education Act of 1944 and University Education

Education Act of 1944 has not materially affected the University Education in the sense that it has not disturbed its autonomy. Universities are stil autonomous bodies who lay down their courses, conduct their teaching and give out diplomas and degrees. The only change that has been made is that now Local Education Authorities have been made responsible for making agreements for higher education.

Pattern of Univarsity Education in England.—Till 19th century, University education was not very popular in England. In fact it was limited to a particular class of the people of the society. University education was pretty costly and so everybody could not afford it. Towards the end of 19th century only 1/11th of the total population of England went in for higher education. Development of science and technology has added a lot to the field of higher education. Since World War II University education has become pretty popalar,

In the whole of the British Isles there are 18 Universities. Out of these 18 Universities, 12 are situated in England, 4 in Scotland, one in Wales and one in Ireland.

Oxford and Cambridge.—Oxford and Cambridge are the two oldest institutions of higher education in England. In the begining of the 19th century there were only two Universities in Britise Isles and they were the Universities of Cambridge and Oxford. In 1832 Durham University was established and in 1836, London University was established. Other Universities came into being towards the end of 19th century and 20th century.

Formerly most of these Universities were run as Colleges. In this regard there is a good deal of similarity between the development of Universities in America and England. In America colleges, later on, grew into Universities.

Universities in England.—England has a tradition of Residential-cum-Unitary Teaching Universities. In the begining, educationists of England thought that proper higher education could be imparted only though the Rssidential Teaching Universities. Later on, they came to realise that it was needed to have certain affiliating colleges as well. This gave birth to Federal Universities. Later on certain affiliating Universities also came into being. Now it may be said that in England we have almost all types of Universities.

Higher education of England has a special feature about it. Although Oxford and Cambridge Universities are the oldest Univerities of the world, but the higher education in England

developed only in the 20th century. It means that the need for higher education was properly realised only in the 20th century.

Administrative set-up.—As already stated, Universities of England are autonomous bodies. They have their own administrative machinery. No doubt they get money from the State through University Grants Committee, but in their internal administration there is very little interference from the State Government. There are two bodies that run the administration of these Universities-(*a*) *Senate House*, and (*b*) *Executive Council* or *Governing Council*. This is also known as Governing Court.

The traditions of higher education in England are so rich that people from foreign countries come to study here. They come to study not only liberal arts and scientific subjects, but also technical subjects, medical sciences *etc.*

Universities and the Government

As already stated, Universities are independent bodies. They are not guided by the State Goveonments. This is true of technical guidance as well as practical guidance. In India sometimes we envy this position. Here, specially in the State Universities, we find that there is a growing tendency to control and guide the affairs of the Universities. State Governments also come out with Laws and Acts and control the working of the Universities. In England it is not so.

General Establishment, Administration and Management.—It is the Senate House that plays a vital role in the administration of the Universities. It lays down the policies and programmes and Governing Council or Governing Court carries out its directions. It Is the *Senate* that lays down programmes in regard to teaching, curriculum, syllabi, *etc.* Teachers have a fairly large representation on this body. They are supposed to be experts of the subjects and they tender their advice and counsel.

Members of the Governing Council are responsible for administration and management of the universities. They are there to carry out the provisions of the Charter under which Universities were estahlished.

Government has a power to issue a Charter or cause an inspection, but this power is exercised only when there is a good deal of maladministration in the Universities: Education Ministry may exercise such a control but it rarely does. This is a very happy positions which is very conducive for the progress and development of higher education in a democratic set-up.

Financial Administration or Economic Control.—Universities are automous no doubt but they do get a major share of

their expenditure by way of grant-in-aid from the Government or Local Education Authorities. There is a *University Grants Committee.* which determines the grant-in-aid to be given to different Universities. Most of the members of this Committee are from the public and they are under no influence or obligation of the Ministry of Education. There is a representative of tne Ministry of Education as well. The members of this Committee are appointed by the Government. This is the only influence that the Government can exercise on its members, but in a country like England, such a thing is only nominal. There are representatives of different Universities as well. It is this Committee that considers the proposals for grant-in-aid to different Universities, according to requirements and also gives its advice to the Government. Even this Committee has very little control over the Universities, although it has power to accept or reject a propesal for giving grant-in-aid to a particular Universiity.

Sourees of income of the Universities.—Universities have other sources of income as well. They are :—

(*a*) Educational fees,

(*b*) Income out of endowments,

(*c*) Donations, and

(*d*) Regular contaributions.

The University is free to plan expenditure of all the resources. It is the Governing Council that plans the expnditure and carries it out accordingly. In this regard also there is no interference. Almost half of the income of the Universities is received by way of grant-in-aid from the University Grants Committee. Every day this figure is going up. This is in fact the result of economic condition of the country. Day-by-day philanthropists, who used to donate and contribute for higher education, are diminishing in number and so the Government have to replace them and come to the rescue of the Universities.

Teaching.—In regard to teaching, different Universities have different modes. In Camberiege and Oxford there is *Tutorial System.* This system provides an opportunity to the students and the teachers to come in closer contact. Generally teaching is carried out through Lecture Method. Once in a week students have to attend the tutorials. These tutorials provide them with an opportunity to revise their lesson and to develop the interest in research.

Tutariols and their importance.—Tutorials occupy an important place in the scheme of teaching at the University level in England. In these classes the teacher has to play a very important and responsible role. He acts as a guide. He does not confine his task to lecturing only. Here he

tries to remove the difficulties of the students and make them really interested in the subjects.

Science students and practical.—Tutorial system is confined to the students of Arts only. For science students there is arrangemens for practical work. This practical work is carried out in Science Laboratory. There is a Demonstrator who acts as a guide for the students in the Laboratory.

Tutorial work and post-graduate students.—For students of the post-graduate classes there is some modification in regard to tutorial work. There is a supervisor for a group of students. He acts as a guide for these students and makes them interested in deeper studies and research.

Tutorial system is gaining greater importance in England today. It is in fact a complimentary part of the Lecture system. In fact it has proved more effective than the Lecture Method. It not only enables the students to come in closer contact with their teachers but also helps them to remove their difficulties and pursue their studies unhampered.

Curricula and Syllabi.—There are two types of first degree courses in English Universities, one is *B. A.* and the other one is *B. A. (Hons)*. This course generally runs for three years. For the students of *B. A. (Hons)* it is compulsory to acquire special ability in the subject in which the students offer Honours. In England Honours curse is more popular as compared to Scotland. In England almost 60% of the students go in Honours course. This Honours course is permissible both in Arts as well as Science. The percentage of the students offering Honours course is lesser in Science as compared to Arts.

Today an attempt is being made to co-relate the Honours courses with the work in life. This has given greater utility to the Honours courses.

For B A. course there is facility for different subjects, classical languages, English language and literature, modern languages, History, Economics, Mathematics, Sociology, *etc.*, are the popular subjects. Different Universities have different courses for these subjecis. This is true of Honours courses as well. A wide choice is provided in regard to subjects for B. A. as well as B. A. (Hons) courses.

Examination and Degrees.—Different Universitiee have their different standards of examination. Examination Committees of the Untversities lay down the procedure of examinations. Different Universities have their different arrangements. When the students have come out successful at the examination, they are entitled to a Degree or Diploma.

The members of the examination Committee are generally the teachers of the Universities. There are external Examiners as well. These external Examiners are the teachers of other Universities. Eminent persons in the field of education may also be associated with the task of examination in the Universities. In short, an attempt is made to maintain a higher standard in regard to examination as well.

Post-graduate Teaching.—There is arrangement for post-graduate teaching as well as research in almost all the Universities of England. Before the First World War, mostly people finished their education after B. A. or B. A. (Hons). But since 1920, arrangement has been made for post-graduate teaching and research. If a person casries on research work (lower research) for a period of three years after finishing his B. A. (Hons.), or two years after his M. A. degree, he is entitled to a Degree of Doctor of Philosophy. Day-by-day post-graduate education is becoming more and more popular. Number of scholarships for post-graduate education has been increased.

Research Work and dissemination of Knowledge.—The teachers of the University as well as the students have two-fold tasks. They have to carry out and conduct research and also disseminate knowledge. In fact these two things are necessary for higher education. In Universities good deal of opportunities are provided for research work and dissemination of knowledge of higher quality.

There are very well equipped laboratories for carrying out research work in science subjects. An attempt is also made to provide opportunity to the students to carry out research work in subjects like History and other social science. There are certain institutes where teachers are deputed to conduct research and bring about the progress of the Nation.

Different Universities provide speeial facilities in different ways to the teachers as well as the students. There is arrangement of lectures for dissemination of higher knowledge. Debates and declamation contests are also organised. Students of post-graduate classes are encouraged to take part. Seminars are also held. These seminars are incentive for higher education and knowledge. There are very well equipped laboratories that also encourage the students to go in for higher studies.

Better Pay-Scales.—In the Universities in England there are three categories of teachers—(*a*) *Professors*, (*b*) *Readers*, and (*c*) *Lectures*. There are also Senior Lecturers as well as Assistant Lecturers. Senior Lecturers are more or less like the Readers while the Assistant Lecturers are like Demonstrators. The teachers of the Universities of England are waging a struggle for higher pay-

scales. The Associations of the teachers of the Universities of England have demanded that their pay-scales should be at par with the persons of the Civil Services. They put forward the plea that unless it is done, brilliant persons shall not come in for University education. This is true of India as well.

Student life.—There are two types of students in the Universities of England: (*a*) *Residents, and* (*b*) *Day Scholars*. Those students who live in the hostels or halls attached to the Universities are called Residents, while those students who live with their families or have separate arrangement for their stay are called day Scholars. In England there is arrangement for the residence of 20% of the students while in Scotland, there is arrangement for 8% only. In Oxford and Cambridge Universities there is better arrangement for the Residents.

For Day Scholars there is arrangement for the development of corporate life which may lead to further knowledge. At certain places there are such centres where games, sports, debates, seminars, *etc.* are organised. These centres are so situated that the students may take part in them in largest possible number. These centres are like Delegacy Centres that are run by different Universities of India.

An attempt is made to inculcate in the students the habit of national as well as international living. This provides the students with an opportunity to come in contact with people of different Universities and different parts of the country.

Teaching programmes.—Oxford and Cambridge Universities have their own method of teaching. Their teaching programme is carried out in the morning and evening. In the afternoon there is arrangement for games, sports and other co-curricular and cultural activities. *The teaching programme is divided into four parts*:—

(1) Programme for lectures and other educational programmes,

(2) Physical activities such as games, sports, *etc.*

(3) Library and study room, and

(4) Taking part in group games and group activities.

Co-education.—Almost all the Universities have opened the doors to the girls as well. Girls also study with the boys. Near about 25% of the students are co-eds. In London University there is a separate department for girls. These girls have a separate residence.

Certain Universities have arrangement for certain subjects like Home Craft *etc.* for the students.

In short, this is an outline of the higher education in England.

POINTS FOR REVISION

(1) University education is very nicely organised in England. It has a tradition of its own.

(2) The Act of 1944 has made a change in the field of University education as well. Although it was not intended for University education, changes in the other fields of education has affected this field as well.

(3) Universities are autonomous bodies that have their own programme of education.

(4) Universisy education was not very popular till 19th century, but now it is growing day-by-day.

(5) Oxford and Cambridge are the oldest Universities of England.

(6) Mostly there are Residential, Unitary teaching Universities. There are certain Federal Universities as well.

(7) The Universities are autonomous bodies. There administration is carried out by the two bodies of the Universities, namely Senate and Governing Council or Governing Court.

(8) Government has no control over the Universities. Although the Universities are established through a Charter of the Government, the Government has a right to cause inspection. Yet it does not do so.

(9) The Universities earn their income out of the grant-in-aid from the Government given through University Grants Committee, Educational fees, Endowments, Donations, *etc.*

(10) Almost half of the income with the Universities is secured by way of grant-in-aid from the Government. The percentage of the grant-in-aid is rising day-by-day. The Universities are free to plan their expenditure.

(11) There is a pattern of lecture and tutorial in teaching. This is like Indian Universities.

(12) Tutorials are quite popular in England. They provide the students with an opportunity to come in close contact with their teachers and also to solve their difficulties.

(13) There are B. A. as well as B. A. (Hons) courses in England. There is provision for M. A. degrees as well as research degrees.

(14) Research work and dissemination of knowledge is very much encouraged in Universities of England.

(15) There are two types of students in England—

(*a*) Residential, and

(*b*) Day Scholars.

(16) Co-education is permissible in Universities. In India also we find the same.

(17) Teaching work is carried out in the morning and in the evening. In the afternoon there is arrangement for games and other activities.

(18) In higher edudation an attempt is made to bring about an all round development of the personality of the students.

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CHAPTER VIII

TRAINING OF TEACHERS AND THEIR EMPLOYMENT

Q. What is the arrangement for the training of the teachers in England ? Describe briefly and compare it with the arrangement available in India.

Or

How are the teachers appointed in England ? What are their terms and conditions of service ? Is perfect security of tenure available there ?

> "In any system of education, success depends more on teachers than in any other single factor. Important as buildings, effective organisation, equipment or other supplies may be, there is no doubt that on the teaching staff of any educational institute reste the real onus of success or failure."

Teachers in England.—England has its own tradition about the teachers. The education system of Englaud gives a place of respect and honour to the teachers. There is no hard and fast rule for entering the teaching profession. About a hundred years ago there was no requirement for the training of the teachers. Teachers had to control themselves voluntarily. They were not subject to extra-ordinary standards. Now the situation has changed. *Royal Society of Teachers* has made a good deal of efforts in this direction. It has laid standards for the teachers as well as persons engaged in the task of teaching. Now we have well set standards in this direction.

Recruitment and training of teachers

There are four categortes of the teachers in England that are engaged in the task at various stages of education :—

(1) Qualified teachers.

(2) Graduate teachers.

(3) Teachers of special subjects.

(4) Teachers employed in further education.

(1) **Qualified teachers.**—A qualified teacher has to undergo two years full-time training in a Training Collage after attainig the age of 18. Then he has to get a General Certificate of Education in five subjects. This is the minimum academic standard for entering into the teaching profession. Most of the qualified teachers are engaged in primary and secondary schools. In other words a person in order to be eligible for serving in a primary or secondary school, has to became a qualified teacher. The definition of the qualified teacher is in fact laid down by the Ministry of Education.

(2) **Graduate teachers.**—Such teachers possess a University degree. Then they undergo one year's professional training in a University Training Department. This training has become more or less compulsory for the persons who wish to enter into teaching profession.

(3) **Teachers of special subject.**—These teachers are qualified to teach certain special subjects. They have to undergo a training to acquire competence for the teaching of those specific subjects. In order to be able to enter such a training institute, a candidate has to possess General Certificate of Education.

There are different courses for training in different subjects. For example, in order to become a qualified teacher of Domestic Science, a person has to undergo a three years' course in a College maintained for training of the teachers of the subject. Similarly, in order to became a teacher of Physical Education, a candidate has to undergo a three years' training course. Teachers of Art *etc.* have to undergo training of four years. Similarly, for a Music Teacher, such a requirement is needed.

If a teacher has not undergone all there trainings, he must have secured the Associationship of the Royal College of Art or Royal College of Music.

These teachers may be employed in primary or secondary schools or in institutions importing education in these special subjects.

(4) **Teachers engaged in further education.**—Teachers for further education are recruited from the field of Industry and Commerce. They are not required to possess certain specific qualifications. They may be well experienced in the field or may possess highest academic standard. This depends upon the nature of the task that they have to undergo. It is not necessary for them to undergo a professional training. It is up to them to acquire such a training in order to be more efficient in this direction.

Arrangement for teacher's education

The Ministry of Education in England lays down standards for the teachers. They have to lay down the requirements for admission into the Training Colleges. Then they have also to lay down the courses and the syllabi that the students in these Training Colleges have to study. All this has to be done, subject to the requirement of the teachers in England.

There is a *National Advisory Council for the recruitment* and training of teachers. This Council advises the Minister on recruitment as well as the training of the teachers.

England has its own method of the training of the teachers. Prior to the Act of 1944 there was no standardised arrangement for the training of the teachers. This training was being imparted by private bodies. Most of these agencies were denominational in character. The teachers who read in those Instritutes had to dedicate themselves for the cause of the religion.

Now there is *Institute of Education in England.* It is this body that makes arrangement and lays down courses and syllabi for the training of the teachers. It also conducts the examinations and almost all the bodies running Training Colleges or Institutes for the teachers are affiliated to it.

Institution for the Training of the Teachers.—There is two categories of the institutions that impart training to the teachers :—

(*a*) *Institutions maintained and run by Local Education Authorities.*—These colleges and institutes import training to the teachers who, later on, get into the service of the Local Education Authorities and impart education to the future citizens of the coutry.

(*b*) *Institutions run and maintained by private agencies.*—These Institutes are maintatned by voluntary organisation and a major portion of the expenditure is met by these voluntary bodies. However, half of the expenditure of such Institutes and Training Colleges is borne by the Ministry of Education, and given out by way of grant-in-aid.

Today there is a great requirement of teachers in England. Various Local Education Authorities and voluntary organisations are engaged in the task of producing a large number of trained teachers. About 15,000 teachers a year are produced by various agencies. Even then Englnd is not able to cope up with this need.

Need for women Teachers.—There is a greater need for women teachers. Lady teachers are lesser in number even in England. This is ture of India as well. In India we are not able

to get teachers for primary schools, specially in the rural areas. Every day the Government is making efforts to increase and enhance the facility for the training of the women teachers.

With the growing requirement for the teachers, the Ministry of Education and other agencies responsible for looking after the task are trying to discharge their responsibilities very sincerely and with great zeal. An attempt is also being made to co-ordinate several national schemes for the training of the teachers.

Area Training Organisations.—There are *Area Training Organisations*. These Area Training Organisations are responsible for looking after the training facilities in certain regions. An Area Training Organisation has a particular region under its jurisdiction. 'This body, representing the University, the Training Colleges of the area and the Local Education Authorities of the area is responsible for the general organisation of teachere' training in that area.

The planning for the recruitment and the training of the teachers is going on scientific lines.

Employment and conditions of service.—Generally the teachers in the schools, Colleges and Universities *etc.* are appointed either by Local Education Authorities or by the Governing Bodies of the Institutions concerned. In the Schools maintained by Local Education Authoritirs the teachers are appointed by these Authorities. But the teachers in the independent schools are appointed by the Governing Body of the schools concerned. In case of aided schools, the teachers are appointed by the Managers or the Governors although the salaries are paid by the Local Education Authorities.

Local Education Authorities have powers to delegate the authority of appointment to the Governors or Managers of certain Schools. But the teachers that are appointed, are appointed to the service of the Local Education Authority. Since they belong to the service of the Local Education Authority they are responsible for the conditions of service under which the teachers are employed.

Negotiations in regard to salaries and conditions of service.—In England there is a tradition for negotiating the salaries and the conditions of service between the employers and the employees. This condition is applicable to the teachers of the aided schools and the schools maintained by the Local Education Authorities. There is a machinery for negotiating the salaries and the conditions of service. There is Committee known as Burnham Committee that determines the salaries of the teachers. There are Associations of Local Education Authorities and the Associations of Teachers. A Joint Committee is

appointed for making recommendations in regard to conditions of service and the salaries of the teachers. The recommendations of that Committee are accepted by the Local Education Authorities.

Once the negotiation has been completed and agreement is signed the teachers receive the salaries according to these agreements.

Security of tenure.—Teachers of England as well as Wales enjoy a lot of security of tenure. A teacher can be dismissed from his service only when he has committed some gross misconduct or serious dereliction of duty. Before the teacher is dismissed he is given every opportunity to explain his position and it is served with a show cause notice. He is given seven days notice of date, time and place of the hearing. He is also furnished the charge-sheet or complaint or an adverse report. All these proceedings are kept perfectly confidental. They can be published only when the decision has been arrived at. Only that part of the decision can be published which is concerned with the operative part. Other proceedings and records are kept confidential.

Generally it is a condition of contract that the service of a teacher may be terminated on a two months' notice at the end of the school term. Heads of the Institutions are terminated usually on three months' notice. Such situations rarely arise.

The Teachers' Associations are pretty strong in England. They take up the cause of affected teachers and try to get justice for them.

Teachers' Associations and their role.—Teachers of different categories have their Associations. There Associations look after the interest of the teachers. No doubt these Associations defend the teachers from dismissal and other sorts of punishments. Generally they do not defend the incompetence of the teachers.

The Teachers' Associations are also conscious of the interests of the children and so any teacher who does something which goes against the interests of the children, is not defended by the Associations.

Generally teachers are secured in their job. Their conduct is also of a high order. This is only in rare cases that we find teacheres who neglect their duties and do not look after the interests for which they actually exist.

Vacations.—Teachers usually enjoy three months' vacation in a year. Vacations begin when the school is closed.

Medical leave and pay

There is an arrangement between the Associations of Local

Education Authority and the Associations of the Teachers in regard to the problem of sick teachers and their salaries. A school teacher gets three months medical leave on full pay and three months' leave on half pay. An invidual Local Education Authority may extend this period in its discretion. According to different diseases the leave is extended.

In Education the Local Education Authorities and the teachers act in agreement. The difference of opinions are properly ironed out. The differences are also referred for ruling and arbitration and such a ruling and arbitration is accepted both by the teacher and the Local Education Authority. The Secretaries of the two Associations, *i. e.* the *Association of the Education Authorities* and the *Association of the Teachers* constitute a Committee of reference. All problems concerning different recommendations and referred to this Committee for discussion and decision.

There are National Associations of the Teachers as well as Local Education Authorities. These Associations sit together and decide several problems. Such a decision saves a lot of time that the individual Authorities would have to spend on solving different problems.

In regard to Managers and Governors of aided schools, it may be said that they are the real executives in this regard. They carry out the decisions or recommendations of the Associations of the Teachers and the Associations of Local Education Authorities.

Salaries of the teachers and their payment.—Generally the salaries are paid in twelve equal monthly instalments. It is also a principle that a term's salary shall be paid for a term's work.

According to the Act of 1944.—The Minister of Education has been charged with the responsibility and duty of securing proper remuneration and salaries to the teachers, He has to appoint one or more Committees consisting of the reperesentatives of the Associations of Local Education Authorities and Teachers to go into the matter. Two such Committees have been established in this regard—(*a*) Burnham Main Committees, and (*b*) Burnham Technical Committee.

Burnham Main Committee deals with the remuneration and the salaries of the teachers engaged in the primary or secondary schools, and *Burnham Technical Committee* deals with the teachers engaged in the task of further education.

The task of these Committee is to submit to the Minister, when they deem fit or when the Minister asks them to do so, scales of remuneration for the teachers that are suitable for them. When the Minister has approved these scales, an order is passed by the Local Education Authorities accordingly.

The Chairman of these Committees is nominated by the Minister of Education although it is the Committees themselves who appoint him.

Composition and functions of the Burnham Main Committee.—This Committee consists of 26 representatives of the Associations of Teachers and 26 representatives of the Associations of Local Education Authorities. Each panel of members appoints its Leader and a Secretary. It is the Ministry that provides Secretarial staff for the full Committee. There are the officers of the Ministry available for advising the Chairman of the Committee who is generally an independent person.

The Burnham Committee has to reach an agreement. It has been there for about 40 years and every time it has reached an agreement. Difficulties are normally in any task but the peculiarity of these Committees is that they reach an agreement after crossing all the difficulties.

Composition and functions of the Burnham Technical Committee.—This Committee is also constituted of 26 representatives of the Associations of Local Education Authorities and 26 representatives of the Associations of Teachers. The representatives of the teachers are those that are engaged in the task of further education. The task of this committee is also to determine and recommend the salaries of the teachers engaged in further education.

These two Committees have recommended salaries for the teachers engaged in Farm Institutes, Agricultural Institutes *etc.* All this has been done so that the salaries of all categories of the teachers may be laid down.

'*National Union of Teachers*' of England is a party to almost all these Committees. The only exception to this provision is that of the Lectures of the Training Colleges.

Basic principles governing the salaries of the teachers of Secondary and Primary Schools.—There are *five principles* that govern the salary-structure of the teachers of primary and secondary schools. These principles are given below :—

(1) There are separate scales for men and women teachers in England. This separation applies to all the qualified teachers.

(2) The salary of the teacher goes on increasing with the increase in the qualifications of the teacher. If the teacher acquires further qualifications, he or she is likely to get additional pay.

(3) If a teacher has spent a longer period in training than the minimum of two years, after the age of 18, he or she is likely to get an addition in the basic scale.

(4) The teachers get addition in their salaries for the responsibilities. In other words, it means that the Head Teacher gets more salary than his Assistants.

Similary, Assistant Teachers who have to discharge certain responsibilities, get addition to their basic pay scales.

(5) Teachers who are serving in London Area get addition in their basic salary.

As already stated, the salaries are negotiated through the agency of '*Burnham Committees*'.

'*Burnham Technical Committee Report*' controls the salaries of the teachers in the Institutions and Establishments runs for further education. There are Lecturers as well as Heads of the Departments in this field of education. An attempt is made to provide them with a handsome salary and scales of pay. Specific scales have not been prescribed in this field because it is not possible. Sometimes a teacher, who is well qualified, has to be paid more, while in other places teachers have to be employed on part-time basis.

Salary scales of the teachers in the Training Colleges.—Like Burnhman Committee, there is '*Pelhum Committee*' that is charged with the duty of negotiating salaries for the teaching staff in the Training Colleges. Sir Henry Pelham was Permanent Secretary of the Ministry of Education. The Committee was appointed under his Chairmanship and it is known after him. On the Committee, the teachers are represented by the Association of the Teachers in Colleges and Departments of Education. On the side of the employers there are representatives of Local Education Authorities and representatives of the Governing Bodies of the Voluntary Colleges. There are two scales of pay for the teachers of these Colleges; one for Lecturers and the other for Senior Lecturers.

There is a '*Farm Institutes Report*' which lays down the salary scales of the teachers working in such Institutes.

Working of the Negotiating Machinery.—As we have already stated, in the Negotiating Machinery, there are the representatives of the teachers as well as employers. The two sides put their own proposals. Later on they arrive at a negotiated formula. This negotiated formula assumes the form of the proposal which is submitted to the Minister. Then the Government lays down the scales. Once the proposals have been accepted by the Ministry they assume a mandatory character.

Thus we can say that the salary scales of the teachers in England are properly negotiated. Their terms and conditions of service are also properly laid down. This makes the status of the teachers of England quite respectable.

POINTS FOR REVISION

(1) A Scheme of Education can work successfully only when the teachers are satisfied. If the teachers are not satisfied, the Scheme shall not work properly.

(2) England has its own traditions about the teachers. Here the teachers are properly respected and enjoy a good status.

(3) '*Royal Society of Teachers*' has brought about a good deal of progress in this regard.

(4) There are four categories of teachers in England :—

(*a*) Qualified teachers,
(*b*) Graduate teachers,
(*c*) Teachers of special subjects, and
(*d*) Teachers employed in further education.

(5) There is proper arrangement for the education of the teachers. The Ministry of Education lays down standards for the education of the teachers.

(6) There are Institutions that impart training to the teachers. These Institutions are maintained by—(*a*) Local Education Authorities, and (*b*) Private Agencies.

(7) Generally the teachers are appointed by the Local Education Authorities or the Governing Bodies of the Institutions, in whichthe teachers have to works.

(8) The teachers of England have a perfect security of tenure. Generally they are not dismissed on flimsy grounds.

(9) Teachers' Associations in England are very strong. They have a statutory role to play. They are represented on various Bodies that determine the conditions of service of the teachers.

(10) There are several Negotiating Committees for negotiating the salary scales of the teachers.

(11) '*Burnhum Committee*' is responsible for negotiating the salary scales.

(12) '*Burnham Technical Committee*' is responsible for negotiating the salary scales of the teachers engaged in Technical Institutes and other Establishments.

(13) '*Pelhum Committee*' negotiates salary of the teachers of the Training Colleges.

(14) Salary is paid in twelve equal monthly instalments.

(15) Teachers enjoy three moths' vacation in the whole of the year.

(16) Burnham Commitee as well as other Negotiating Committees consist of the representatives of the teachers, employers and an independent Chairman.

(17) With the help of the officials of the Ministry of Education the report is finalized.

(18) In the process of negotiation, the reprentatives of the teachers as well as the representatives of the employers submit their proposals. By and by these proposals are discussed and an agreed formula is evolved, This agreed formula is submitted to the Ministry of Education which gives it a mandatory shape.

(19) Once the Ministry of Education has given its consent to a system of scales of pay, it is binding on the Managements and the Local Education Authorities to give the same to the teachers in their employment.

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CHAPTER IX

FURTHER EDUCATION IN ENGLAND

Q. Describe briefly the meaning, scope and working of 'further education in England'.

Or

What is the meaning and scope af further education ? Describe the organisation and working.

> "It should be recognized that the term 'further education' is very wide in its scope. The Statue itself places the duty on every Local Education Authority to secure the provision for their area of adequate facilities for further education, that is to say, (*a*) full time and part time education for persons over compulsory school age, and (*b*) leisure time occupation in such organizations, cultural training and recreative activities as are suited to their requirements for any person over compulsory school age who are able willing to profit by the facilities provided for that purpose. So defined, it will be recognized that further education embraces almost every form of human activity engaged in by the adolescent and adult population."

Further education, its meaning and scope.—As already stated, further education includes all sorts of activities and education carried on by the adults and persons over the compulsory school age. *Education Act of 1944* has defined further education in the following words :

> "……further education, that is to say,
>
> (*a*) *Full time and part time education for persons over the compulsory school age.*
>
> (*b*) *Leisure time occupation in organisation, cultural training and recreatvie activities as are suited to their requirements, for any person over compulsory school age who are able and willing to profit by these facilities provided for that purposes.*"

Now it can be said that in England there is a wide scope of further education. It includes all such Insititutions and activities that provide engagement to the persons who have passed the

school-going age. It has provided the country with a thing which will solve a great socio-economic problem.

Responsibilits for further edcucation.—Education Act of 1944 has enjoined upon Local Education Authorities to make arrangements for further education. The following extract from *"Education in England" by Professor W. P. Alexander* very aptly describes the situation :—

> "The Local Education Authorities are enjoined to have regard to any facilities which may be available in their area provided by Universities. Educational Associations or other Bodies are expected to consult with any such Bodies and with neighbouring Local Education Authorities. In particular, Local Education Authorities were asked under the Act to submit a scheme for their areas, after such consultations including how they propose to meet this very wide obligation. *There is one other provision in the Act which is relevant. The duties placed on Local Education Authorities to secure that the facilities for primery, secondary and further education provided for their area shall include adequate facilities for recreation and social and physical training.*
>
> *It is clear,* therefore, that there is really no limit to the scope of further education, save only that it is for those who have left school."

Historical review of further education in England.—The facilities for further education that are available today in England are a consummation of a historical process started over two hundred years back. In fact, *further education was started in England in the beginning of the 19th century.* Before that the facilities for further education were only nominal. People had not come to realise that it is necessary to impart further education to technical hands like Mechanics, Electricians, *etc.* enganged in this task. They did not realise that if they are given furthur education, their efficiency shall go up.

Role of certain Individuals and Religious Organisations in the field of further educatian.—It is the 19th century that marks the beginning of further education in England. It was during this period that England achieved industrial and technical progress. Steam engines came to be used. Need was also felt to have trained and skilled workers for this job. The industrialists realised this need and they started certain Institutions that could impart training to the labourers for better skill in their task. In fact, the *Industrial Revolution* in England drew the attention of the religious bodies as well as individuals in this direction. With the development of science the progress remained unhampered.

By the middle of the 19th century, a good deal of progress had been acheived in this direction. Several Institutions had been started. These Institutions did not confine their activities to craft or literary education. Institutions at *London, Manchester* and *Birmingham* had been established for imparting technical and technological education to grown-up persons.

1842 is a land-mark in the history of further education. It was in this year that a Public School was opened at Shefield. This school was intended for further education.

By the middle of the 19th century about 600 Institutions for the education of adults had been started. Several Associations and Orgainisations had started institutions for imparting higher education. These Institutions not only imparted education but they also tried to impart recreation and amusement to grown-up people. They made arrangements for libraries and reading rooms.

Various Trade Union Organisations also establishad Institutions for scientific and technical education. These Instritutions were established at Manchester, Birmingham, London, Leeds, *etc.*

In 1852 a Public School was established in London. These Institutions were meant for imparting education facilities to the low incomc group of labourers.

Scientific beginning of further education.—*In 1899 a National Council for Adult Education* was established. This can be called the proper beginning of the further education in England. Since then facilites for further education have been increasing by leaps and bounds.

Contribution of the Universities to further education.—Universities have contributed a lot to further education. These universities have been organising extension lectures. These extension lectures are intended for the working people who want to improve from education.

Further education in the 20th century.—Twentieth century marks the beginning of several important efforts in the field of further education. *In 1905 the Worker's Educational Association was established.* This was essentially meant for furthering the cause of further education. This organisation made an important contribution in this field. Within the period of three or four years it opened its fifty branches at several places.

*In 1914*t he name of the National Council appointed by the Adult Education Association was changed. It now came to be known as *National Adult School Union.*

Further Education in 1920's.—*Years 1919 and 1920 are very important in the field of further education.* It was during these years

and qualification for entry into industrial and commercial life. In such institutions also there are part-time students. These part-time students are released by the employers for a day or more in order to take studies, which will be assistance to them in qualifying fully for their chosen career.

Management of such Institutions.—Such Institutions have a Governing Body. Representatives from industry and commerce as well as members of the Education Committee serve on it. These members try to assist the Principal of the College in his difficult task of ensuring adequate provision of work for a very wide range of studies and and general varieties of students.

Recuirement of the Staff.—In order to have staff for these Evening Colleges some qualifications have to be prescribed. These qualifications are not strictly adhered to. It is the necessity which guides the recruitment of the staff. Some of the teachers recruited do not possess proper academic qualifications.

Local needs and their emphasis in further education.—Local needs are properly emphasized in the field of further education. Further education is meant for improving the qualifications of the grown-up people. But the schemes of further education are governed by local needs. It is quite natural that in the city of Shefield, there shall be a good deal of emphasis on steel, and courses suitable for those engaged in that industry shall be welcomes as well as available. In the cities that have a Pottery, it is natural to have emphasis on education concerning Pottery.

Finance and Fees.—The finance of such Institutions are met out of the funds received by way of Government grant-in-aid or the grant-in-aid tendered by Local Education Authorities. Fees also help towards Finances.

In all fields or further education the students are charged fees. The fee has very little to do with the facilities provided. It means that a lot of money is spent on providing facilities to the persons attending students for further education.

Examinations.—There is provision for examinations as well. Examinations are conducted by the professional bodies that have a wide range. If a person passes in such examinations he enters into membership of these professional bodies. In order to become member of a particular professional body a person has to gain some experience.

There is also arrangement for National Certificates. These National Certificates are available at two levels. Ordinary level represents three years of part-time study and higher levl represents five years of part-time study.

Further education in Science and Technology.—Further education in Science and Technology has not progressed so rapidly as it has progressed in the field of normal and actual education. In fact attempt is being made to improve the standards of scientific and technological education in further education.

With the passages of the Education Act of 1944 attempt is being made to have improved courses for scientific and technological education. Now courses in Advanced Technology are also available. Imperial College of Science has also made a contribution in this regard.

The Ministry of Education is providing 75% of the expenditure by way of grant-in-aid. This is a good impetus.

Colleges of Architecture, Domestic Science, etc.—In the field of further education such Colleges have been established that provide courses for Architecture, Domestic Science, *etc.*

Traininn in Citizenship and way of life.—The Colleges and Institutes of further education do not provide vocational, and industrial and commercial training only. They also aim at training the students in citizenship and are of successful living in a democratic society.

County Colleges.—The Education Act of 1944 has made provision for the establishment of County Colleges. These Colleges are intended to provide facilities for young people from the age of 15 since they have left school, up to the age of 18. The provisions of the Act made it compulsory for employers to release their young people to attend such County Colleges where they would receive general as well as vocational education. These young men would receive education for one day in a week.

Educationists are very much concerned with this provision. They feel that these provisions must be implemented. Only then further education will achieve its real aim. These Colleges are in a fact a new experiment in the field of education. The following extract from a magazine entitled 'Youth Member' very well expresses the position :—

> "The educational traditions of this country, individuality, craftsmanship, scholarliness and a freedom from rigid code, will meet the things in each way that has never before been possible. They will provide an opportunity for the young people of this country to make better use of their powers and to give better service to humanity; to learn, in short, the real relationship between rights and obligations and work and happiness."

(2) Agricultural Education

Agricultural education, in the field of further education includes education pertaining to agriculture, horticulture, gardening, *etc.* In England it is not only the concern of the Ministry for Education. It is also the concern of the Ministry for Agriculture.

England is essentially an industrial country. Agriculture is an industry or occupation of the second order. It is practised by people living in rural areas.

Facilities for further education in Agriculture.—Over thirty Local Education Authorities have made provision for Farm Institutes. These Institutes provide full-time courses to young people in Agriculture or Horticulture. This course runs for a period of one year or two years.

These Institutions are no doubt maintained by Local Education Authorities but they are run on the lines of other establishments of further education. The relationship in regard to these Institutions of the Ministry of Educetion with Local Education Authority is the same as it is in regard to other Educational Establishments imparting further education.

The Ministry of Agriculture has established Agricultural Committees. These Committees operate at local levels and serve as Advisory Councils concerned with commercial products. These Committes also keep into view the further education. In fact further education in agriculture is run in co-operation of the Local Education Authority, the Ministry of Agriculture and the Minstry of Education.

Praf. W. P. Alexander has rightly remarked.

> "At higher levels, there are, of course, both Universities and in Colleges devoted specifically to this work, courses of study leading to Graduate status in Agriculture as well in other fields of Technology, and the aid to the students which wese referred to earlier, of course, is available in this field as in others."

There are certain Voluntary organisations as well that contribute effectively to the general work of Agriculture and Horticulture education in rural areas. These organisations are the following:—

(*a*) Women's Institutes;

(*b*) Towns Women's Guilds; and

(*c*) Young Farmers' Club.

Agricultural education not co-ordinated with the whole pattern of further education.—Some educationists complain that agricultural education is not co-ordidnated with the general field of further education. Such a thing is not in the interest of the development of agricultural education. In fact it should be run in full co-ordination with further education as a whole. In this regard the following line of *Prof. W. P. Alexander are very pertinent.*

> "The students in the rural area engaged in agriculture must of necessity take part in further education activities and should find the opportunity for full vocational training as well as for general education and recreation within that particular field. The secondary school in a rural area is necessarily influenced in its curriculum by its setting. The Institution of further education is necessarily similarly influenced. The facilities for further education in such areas should be as closely related to agricultural education as the corresponding courses in a great engineering centre are related to that industry."

(3) **Liberal Adult Education**

In England adult education promotes the liberal education for adults. There are several special regulations that cover the adult education there. Although it is a part of whole pattern of further education, but it is much more than that. "It can properly be described as a movement involving an attitude to life and to social and economic development."

Role of voluntary organisations in the field of liberal adult education.—In the field of further education it is the voluntary bodies that are making greater contribution. Although the primary education and the secondary education has been taken over by the Government, but in the field of adult education it is the voluntary organisations that are making greater contribution. In fact adult education had its beginning at the hands of voluntary bodies. First of all it was the Cambridge University which made arrangement for extension lectures and certain specialised syllabus for outside people. In *1873*, University Extension Movement had its modest beginning. By and by it developed into a nation-wide movement. Now every University professional body tries to discharge its responsibility. In the field of adult education the Body called "*The Workers' Educational Association*" is the most important Body closely identified with this particular purpose. This Body made a very important contribution in the field of adult education. Now it provides education for courses of study essential for University level. These courses deal with the subjects of Social Sciences. Workers' Educational Association made arrangement for such young men who had the ability for education and

who had to leave education some years ago. Taking advantage of these facilities such young men have acquired further education and earned name in public life.

Wide scope.—Adult education has a wide scope. It includes great variety of education and recreative facilities. These facilities should provide to adult population and contribute to their liberal education. These activities range from extra-mural work undertaken by the Universities and long-term organised courses of study arranged by Workers' Educational Association.

Facilities for adult education to women.—There are a good deal of facilities for further education for women. Women Institutes make arrangements of facilities. These women Institutes are in fact Community Centres where countryside women gather on one evening in a week. They hear a talk or look to a demonstration for fruit preservation or some other activity of domestic value. These Institutes provide opportunities to women to meet their neighbours and engage in social activities.

These are Town Women Guilds that provide similar facilities to women living in urban areas.

Voluntary Organisations that play an important role in the field of further education.—Workers' Educational Association is not the only Body that takes an active interest in further education. Given below is a list of such other Bodies as well that are doing a good job in the field :—

(1) Institute of Adult Education.

(2) The Educational Settlements Association.

(3) The Women's Institutes.

(4) The Rural Community Councils.

(5) The National Adult School Union.

(6) University Extension Services.

(7) **British Drama League.**—It is in fact a Club that organises dramatic societies. Its aim is to provide healthy recreation to adults. It is an Amateur Body.

(8) **London County Council.**—This Council is also trying to make its contribution to the field of further education. It tries to do the job through its Liberal Institutes. For the last thirty years these Institutes have been doing this work successfully. These Institutes provide such opportunities to persons engaged in jobs, through which they may spend their leisure properly, usefully and may be in a productive manner.

(9) **Voluntary Colleges.**—There are certain Voluntary Colleges as well in London. The main task of these Colleges is to

provide education for leisure. These Colleges make arrangements for the teaching of Social Sciences and such other subjects that have a bearing on social life. Working-men's College is an important Institution of this category.

(10) Village College Movement.—This movement was started a few years in Cambridgeshire and is supposed to have a bright future. It was started under a concept whose outline is given below :—

(*i*) If the rural areas do not wish to become supporting to urban areas they have to establish their separate entity. This new unit or entity shall be known as Rural Region.

(*ii*) Today it is not possible for any single village to provide all sorts of recreational and amusement facilities to its residents. They expect much more than the village administration or the village people can provide. But this can be done by treating one big village as a centre and other villages may be attached to this centre. This big village should have a *Community Centre*. This Community Centre should be known as the Village College.

(*iii*) In its ideal form this Village College shall be a Secondary Modern School. All the people of the rural area shall come and study here.

(*iv*) There shall also be a Nursery School which shall provide education to the children of the village. There shall also be a Primary School and a Babies Hospital. In the Community Centre, there shall be an Assembly hall which shall be used for showing Cinemas, Reels, *etc.*

(*v*) There shall also be Canteen and separate rooms for Handicrafts and Domestic Science.

This building shall be used during day by the school-going children and in the evening by the adults.

(*vi*) There shall be a Public Library, a Gymnasium and a Swimming Pool.

A part of this building shall be reserved for adults. These rooms shall house recreational and educational facilities for the adults.

(*vii*) The building shall also have rooms for Local Councils or other Voluntary Organisations.

(*viii*) It is also expected to have a beautiful building with a garden all around it.

First Village College.—At Cambridgeshire, Education Committee accepted the plan and so in 1930 the First Village College

was started. Then three more such Colleges weres tarted. After that Second World War started and the progrees came to a standstill. Although these Colleges could not become a perfect centre for village education as well as adult education, but it had almost ali the requisite facilities.

(11) Residential Colleges.—Up to this moment we have talked about the part-time evening colleges for further education.

There is arrangement for Residential Colleges also where persons enganged in jobs may go and study and stay there for certain months or full one year. There are very few Colleges of this nature in England. Ruskin Colleges of Oxford University is a pioneer colleges in this regard. There are about ten such Colleges in England and their number is going up.

(12) People's Colleges.—The idea of people's Colleges is also becoming popular. In fact this is an idea borrowed from idea of People's High Schools of Denmark and Sweden.

(13) The Youth Service.—Youth Service *'is a part of further education* which aims at keeping the young men of England physically and mentally fit. Under this heading we have several activities that provide opportunites to young people to develop interest in corporate activities which would be of the greatest value to them in adult life'.

Under the influence of war several programmes of Youth Service and activities were drawn up and executed. During World War these activities expanded ' and in the post-war period they were consolidated.

Role of voluntary organisations in the field of youth service.—Here also voluntary organisations play an important role. It is the voluntary bodies that have to takn initiative in the field. Although the Administration has taken over this task, but it is voluntary bodies that play a vital role in this direction.

When Youth Service was actully introduced in 1939, National Youth Committee was appointed to advice Minister of Education on the matter of Youth Service. Later on this Committee came to be known as Youth Advisrry Council. Then Welsh Youth Committee came into being. In fact Bodies like Boy Scouts and Movements, Girls Guides, Brownies and Clubs, *etc.* provide nucleus to these youth services.

Nature and range of the activities of these Bodies.—There are three groups of Bodies that carry on the youth activites :—

(1) *Bodies such as Scouts and Guides, that have been there since long offer interesting activities in pratcical persuits.* These Bodies provide engagement even to the persons who are more than youths.

(2) **Cadet Movoments.**—These movements form a part of the programme of the Army Services. They in fact provide training to the young men who want to go in for military jobs.

(3) **Clubs.**—There are several Clubs for boys and girls. These Clubs serve as social centres where young men may go for recreative and social purposes.

Then main aim of the Youth Service is to provide social and recreative activities to young people.

Administration.—The control and direction of the Youth Service also rests in the Ministry of Education. Local Education Authorities are also responsible for the running the service in their area. There are *Youth Service Organisers* appointed by Local Education Authorities to organise such Club and other things in their areas.

The task of this Organisers is also to co-ordinate the activities of variaus voluntary organisations engaged in the task.

These youth organisations are also organised by Churches, political parties and industrial concerns. Y. M. C. A. and Y. W. C. A. also have youth welfare programmes.

There is standing conference of voluntary youth organisations that fulfil to the co-ordinating function.

Finances and grants-in-aid.—The finances of these Clubs and Youth Services programmes are secured by the following ways :—

(a) The Ministry makes certain direct grants for administrative purposes at national level or for capital expenditure.

(*b*) The Local Education Authority will aid the bodies operating in their areas by the *provision of premises*, by the provision of personnel for particular activities, for example, for the purposes of drama or physical education or handicraft activities.

(*c*) Generally Local Education Authorities provides aid by 50% of the total cost without seeking any direct control of the organisation.

(5) **Recreative and Social facilities.**—Providing recreative and social facilities to adults and young men is also a part of further education. The Education Act of 1944 has placed a duty in this regard on Local Education Authorities.

This schools, colleges and other formal agencies of education make arrangement for recreative and social falicities. They provide for playfields and such other activities that would fulfil the task.

Facilities for adults.—It is also the responsibility of Local Education Authorities to provide such facilities to adults in their area. They have to make arrangement for the following types of facilities :—

(*a*) Playfields,

(*b*) Swimming Pools,

(*c*) Clubs, *ete.*

Role of voluntary organisations.—Voluntary organisations play vital role in this regard. National Playfields Association is an important body in this regard. Duke of Edinburgh is himself taking active interest in it.

However, it is the duty of the Local Education Authority to provide Parks, Football fields, Hockey fields, Cricket fields, *etc.*

Sometimes school fields are also loaned out for the recreation of adults and grown-up people. It is also the duty of the industrial and commercial concerns to provide for social and rereative facilties to their employees.

Cultural persuits.—Local Education Authorities have also to make arrangements for dramas, music or painting, *etc.* They have organised for these different branches of the Art. The Organiser engaged people of the area to form organisations for furtherning the cause of these branches of Art. Every Local Education Authority treis to recruit a youth orchestra. Now there is a *National Youth Orchestra.*

Drama festivals are a common feature.

Clubs and sporting activities.—In England there is a national body called the *Central Council of Recreative and Physical Education*, for co-ordinating the activities of various Clubs acting in different fields of sports and games. This body tries to maintain a standard of the sports and also arrangement for coaching and training programmes.

In separate fields of sports, there are Tennis Clubs, Football Clubs, Hockey Clubs, Boxing Clubs, Table Tennis Clubs and so on and so forth.

Libraries and Reading Rooms.—Libraries and Reading Rooms also provide recreative as well as educative facilities to young men. In England there is a network of Libraries and Reading Rooms. Local Education Authority is also the Library Authority. They have to provide Libraries and Reading Rooms in their areas. Then there is a Library Association at the national level which co-ordinates the activities of all these Libraries.

There is a Central Library in London which is also an important co-ordinating agency in this regard.

Library and Reading Room facilities are pretty rich in England. The following extract describes the facilities in a faithful manner:—

> "It is a fair statement to make that any member of the public can secure any book which has been published anywhere and this is virtually at no cost to himself true. The reader who borrows a book from a public library and retains it beyond a reasonable limit will find himself fined a few coppers but the library service is provided from the roads and the taxes, as is the education service itself".

Recreative and social facilitive are also rich in England. All the fields of further education make arrangements for these facilites.

> "In the provision of recreative and social facilities it will, of course, be recognised that the whole field of further education makes its contribution. This section is merely concerned to record that in addition to the social and recreative opportunites open to students in technical colleges or members of Youth Organasitions, the Local Education Authority has a duty to meet these needs for the general population of their area. At national level there are bodies directly interested in developing these facilities and helping in the establishment of standards and effective training for this works."

POINTS FOR REVISION

(1) **Further education** in England has a very wide scope. It includes all those full-time and part-time facilities for the persons over compulsory school age for leisure occupation and other activities for improvement of their academic and technical qualifications.

(2) Local Education authorities have been enjoined with responsibility for making arrangements for these facilities. These Authorities may take help from Voluntary Organisations, Universities and other such Bodies.

(3) Ministry of Education is the highest authority in this regard and Local Education Authority is the lowest administrative unit.

(4) It is the Education Ministry which lays down national policy in this regard.

(5) There are the following programmes for further education in England :

(*i*) Education for Industry and Commerce,

(*ii*) Agricultural Education,

(*iii*) Liberal Adult Education,

(*iv*) Youth Service, and

(*v*) Recreative and social facilities.

(6) There are Evening Colleges and Schools as well as Residential Institutions for bringing about industrial and commercial education.

(7) Recruitment of the staff for this cause is made out of the persons working in the field of commerce and industry and from the persons engaged in the teaching profession.

(8) Local needs find a place in further education. In areas predominantly inhabited by persons working in steel factories, there is bound to be emphasis on education that may lead to the development of the knowledge about steel technology.

(9) Fee is charged. This fee is nominal because the facilities that are provided are much more as compared to fees.

(10) There are certain bodies that conduct examinations. In fact it is the professional bodies that conduct examinations and allow the successful candidates to enter their field of membership.

(11) There is also arrangement for further education in Science and Technology. The Education Act of 1944 has made arrangements for all these things.

(12) There are colleges of Architecture, Engineering, Domestic Science, *etc.*

(13) Further education does not finish after providing education for a particular skill or a science. It also aims at providing training in citizenship and way of life.

(14) There are County Colleges which provide for the education of such persons who have not attained the age of 18 but have attained the age of 15 and have entered some job.

(15) There is proper arrangement for further education in agricultural centres. All facilities for further education in agriculture are situated in rural areas. Here again the Ministry of Education runs supreme but the co-operation of the Ministry of Agriculture is also sought.

(16) Agricultural education should be properly co-ordinated with the whole of the pattern of further education. It should not be limited to its field only.

(17) There is also proper arrangement for liberal education for adults. This arrangement is not only for men-folk only. There is also proper arrangement for women-folk.

(18) Local Education Authorities are responsible for making arrangement for adult education.

(19) Voluntary Organisation play an important rule in the field of adult education.

(20) Youth Service is a part of the programme of further education in England. Here again the Voluntary Organisations play an important role.

(21) Direction and control of Youth Service is conducted by the Ministry of Education. This control is exercised by the Local Education Authorities.

(22) Finance for Youth Service are provided to the tune of 50% by the Government and Local Education Authorities.

(23) Making arrangement for recreative and social facilities to adults and young men is the responsibility of the Ministry of Edacation and Local Education Authorities.

(24) Voluntary Organisations play a vital role in this field also.

(25) In short, it may be said that there is proper arrangement for further education in England in which Local Education Authorities play a vital role.

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CHAPTER X

SPECIAL SERVICE IN THE EDUCATION OF ENGLAND

Q. What is the place of the Special Services in education according to the Butler Act of 1944 ?

Or

How does England manage the education of its children, physically and mentally handicapped ? Give illustrations as and when required.

Write short notes on the following :—

(1) School Medical and Health Service ;
(2) School Meal Service ;
(3) Education for handicapped children ;
(4) Psychological Service ;
(5) Research in Education ;
(6) Youth Employment Service ; and
(7) Education Welfare Service.

Special Education Service.—England has made arrangement for Special Education Service for its children. These Services look after the physical and mental health of the children in the school. *The Education Act of 1944* has made arrangement for the application of these Services to almost all the schools in the country. *However*, it shall be proper to study each of them independently and clearly.

School Medical and Health Service.—In fact it was started in *London in 1890* and in *Bardford in 1893.* Under this scheme of medical education, School Boards employed a part-time Medical Officer whose main job was to certify the fitness of the children for admission to special schools.

Effected of Boer War (1899-1902).—After this war the physical fitness of the children become a matter of important consideration for the administrators. Prior to that most of the students in the Elementary Schools did not have proper physical and mental health. Many of them had dirty teeth which continued decaying.

Education Act of 1907.—This Act made certain administrative provisions for medical inspection of the children in the Elementary Schools. The Act authorised Local Education Authorities to make arrangements for medical inspection. Taking advantage of the provisions of this Act, in 1908 a National Compulsory System of Medical Inspection for School Children was inaugurated.

The Act of 1918 empowered the Local Education Authorities to exted the system of medical inspection to Normal Schools and Secondary Schools. It was also provided that the Schools should have open and airy builuings and they should have playfields. It was also made binding for the Authorities to provide medical treatment and so a good number of clinics were established.

Education Act of 1921 went a step ahed. It made provisions for inspection as well as treatment in Elementary Schools and only inspection in Secondary Schools.

It was also provided that children who were handicapped physically or mentally or maladjusted should be given special care. By this time it had been accepted that the health of the children is the responsibility of tho Nation.

Education Act of 1944 has made a scientific arrangement for preserving the health of the children. This Act has made it obligatory on the part of the Local Education Authorities "to secure the provision of free medical inspections and treatment and free dental treatment for all registered pupils in the school in their area".

School Medical Service Today.—As a result of this provision of the Act a School Medical Service has come into being. The task of this Service is to undertake inspections and treatment for minor ailments and through it Hospital Service and Service of the Specialist are also secured.

The most important principle underlying this provision is that a child at the school has access to whatever medical advice he may require or whatever medical treatmene may be needed. This does not cost his parent. It is in fact an essential part of the education service.

Chief School Medical Officer.—Generally the Medical Officer of Health of the area, under Local Authority, is the Chief School Medical Officer. In certain places there are independent Chief School Medical Officers as well. Such Officers are directly under the Education Committee. This Committee is responsible for the co-ordination of the School and Medical Service, under consulatation and collaboration of the Medical Officer of the area.

Assistant School Medical Officers.—The Chief School Medical Officer has a number of Assistant School Medical

Officers. They are appointed according to the need of the area.

Nurses, Clerical and Administrative Staff.—There are a number of nurses and necessary clerical and administrative staff. They are there to assistant the Chief Medical Officers and Assistant Medical Officers.

Co-ordination with General Administrative Service.—It is necessary to co-ordinate the working of the Education Medical Service with the General Administrative Service. It is the Chief Education Officer of the area who acts as the Co-ordinating Agency.

Duties and functions of the School Medical Staff.—Members of the School Medical Staff act according to the rules and regulations of the Ministry of Education. They undertake regular inspections of all the children of the schools. This inspection conduct at certain ages.

Then this staff is availabe for treatment and nursing of the school children. A teacher may at any time refer the child for examination where there is the slightest doubt in regard to the student's health. In order to carry this thing out effectively, a School Medical Officer with appropriate nursing staff is alloted to certain number of schools in a particular school district.

In certain schools there is a separate room for it. In that room the nursing staff is available at every time and the children may be referred to it by the teaching staff.

National Health Service and School Medical Service.—There is effective co-ordination between the School Medical and Dental Service and National Health Service. Not only there is co-ordination with the national health service but there is also co-ordination with the private medical practitioners. This co-ordination is seen at the local level as well as the national level. The Chief Medical Officer of the Ministry of Health is also the Chief School Medical Officer of the Ministry of Education. This is true of the local level as well.

School Meal Service.—There is a tradition in England to have canteens in the schools. These canteens enable the students to have mid-day meals. Formerly such facilities existed in those schools only that were meant for the children of the well-to-do people. Following Beveridge Report this scheme has been thoroughly enforced. In fact it is a kind of allowance. Formerly this allowance used to be paid to the mothers but now it is being given to the children in the form of mid-day meals.

Local Education Authorities and School Meal Service.—Here again Local Education Authorities were entrusted with the task of making arrangements for the meals for the children. It has now become one of the requirements of the school building to have kitchen and dining room facilities.

The Government of England tries to provide to the Educational Authorities, funds for providing meals to school children.

Organization.—There is a *School Meals Organiser.* He is appointed under the regulations by the Minister. He is responsible to the Chief Education Officer. There is a huge staff involved in this scheme. Cooking service and transporation of meals is a stupendous task and Local Education Authorities try to discharge it successfully. In School Meal Service, sometimes teaching staff dines with the students. It is the staff that has to undertake the responsibility of the supervision of the service of the meals to the children in the school. School Meal Service in England has a bright future and it has become an important feature of English education.

Effect

This Schools Meal Service has added to the development and nutrition of the School children. Surveys and reports have shown that children in England and Wales are now pretty healthy. The cause is attributed to school meals.

National Policy.—The national policy in regard to school meals is laid down by the Ministry. Every attempt is being made to make it free for school children but it may take time.

Education for handicapped children.—Normally, primary and secondary schools provide for the education of normal children, without any defect or drawback. But there are children who suffer from handicaps. These handicaps are of two types—(*a*) *Physical* and (*b*) *Mental* or Psychological.

The schools have to make arrangements for the handicapped children of both these types. The Education Act of 1944 has enjoined upon the Ministry of Education and Local Education Authorities to make arrangement for the education of handicapped children.

There are Special Schools to provide education to handicapped children. In 1946 a pamphlet was brought out by the Ministry of Education which laid down the plan of treatment of education for handicapped. Local Education Authorities have been entrusted with the task of making arrangement for handicapped children of different types. The act has also provided for co-ordinated action between different Education Authorities.

Regional Conferences.—Ministry of Education has initiated Regional Conferences, in which individual Authorities reach decisions in consulatation with their neighbours so as to bring about development plans for the education of handicapped. Under this arrangement one Local Education Authority might provide a school for deaf children while another Authority may provide for a school for blind children.

Different types of handicaps and provisions for their education.—In England there are following types of handicapped children and Special Schools provided for their education :—

(*a*) Blind children and partially sighted,
(*b*) Deaf and partially deaf,
(*c*) Delicate,
(*d*) Diabetic,
(*e*) Educationally sub-normal,
(*f*) Epileptic,
(*g*) Maladjusted,
(*h*) Physically handicapped,
(*i*) Children with speech defect, and
(*j*) Children with dual and multiple handicaps.

(a) Education facilities for blind and partially sighted.—Blind children are educated separately from partially sighted children. There are two types of Special Schools for the education of these two special types of handicapped children.

(b) Education facilities for deaf and partially deaf children.—Education facilities for deaf and partially deaf are also quite sufficient in England. They are now educated separately. In these schools children are provided with hearing aids and other apparatuses.

(c) Education facilities for Delicate children.—These children are in fact below normal in health. Although arrangement is there for special schools for the education of such children, but general improvement in the tone of education has minimised the need for such an arrangement.

(d) Education facilities for Diabetic children.—For children suffering from this handicap, there is no need for special schools. There is need for providing them with proper residence. Various voluntary organizations of England have provided hostels for diabetic children, where educational programme is also carried on.

(e) Special facilities for Educationally sub-normal.—This is the greatest drawback in the field of education. A good deal of

arrangement has to be made for the students who are educationally sub-normal. Under these schools such children are educated who have limited ability, which is not sufficient for their education in ordinary schools. If the number of the students in a class is reduced, the problem is sometimes solved. Certain children have behaviour problems accompanying the education sub-normality and so combined effort has to be made so that a solution may be found. For such children special residential schools have to be provided. In fact if social conditions are changed for such students, their problem is more or less solved.

(f) **Education facilities for epileptic children.**—Epilepsy is not a very serious dissase in England. In fact it is a medical defect than a psychological one. A student suffering from epilepsy can be taught for a substantial period with other normal children. No doubt there are certain difficult cases that require special treatment. Behaviour pattern of these difficult cases also requires adjustment and solution. For them special schools have to be provided.

(g) **Education facilities for maladjusted children.**—It is difficult to define maladjusted children. Generally those children who have failed to adjust to their total environment, are called maladjusted children. It is not possible for them to acquire education in ordinary schools.

There is *Child Guidance Service* in England that tries to resolve the problem of these maladjusted children. They are also subjected to treatment and in several cases they are able to adjust themselves to the normal environment.

Certain maladjusted children require special arrangement for education. Arrangement for their education has to be made.

Juvenile delinquency.—War had its effect on young children and so juvenile delinquency has gone up. It has become a major social problem. The solution of this problem is quite important. Education of socially delinquents have also to be managed and arranged. Government agencies like Magistrates, Juvenile Courts the Probation Officers and othe Voluntary Agencies and social workers as well as Churches are trying to tackle this problem. A special programme for the education of these juvenile delinquents has been arranged and drawn up. Juvenile delinquency is a domestic, psychological as well as physiological.

(h) **Education for physically handicapped.**—Six out of every thousand children are pysically handicapped. Sometimes it is possible to cure the children of the handicaps through medical treatment, but sometimes it is not possible to do so.

Some of these physically handicapped children can be taught in ordinary schools, but there are others which cannot be taught there. Special provision for the education of such children has to be made.

There are certain Residental Institutions that provide education to children who are really physically handicapped. There is a scheme of home teaching. Under this scheme the child remains at home and Local Education Authority makes arrangements for his teaching.

When children are admitted in hospitals an attempt is made to continue their education. When they come out of the hospitals, Local Education Authorities try to make arrangemets for their education. While making arrangement for the education of physically handicapped, the co-operation of the hospitals and medical men is always sought and utilised. *There are certain Hospital Special Schools.* In these schools the medical needs of the children take priority but the educational needs are also kept in view. Educational programme is so arranged that it also tries to cure the childred of their physical handicaps.

(i) **Education for children with speech defects.**—It is not necessary to have special arrangement of education for the children who are suffering from speech defects. Certain Speech Therapists may solve the problem by undertaking some special jobs with the children who are suffering from such defects.

There may be certain rare cases of speech defects. These rate cases need special arrangement for education. The educational programme is such that speech therapy plays an important part in it.

(j) **Education for children with dual and multiple handicaps.**—There may be certain children who suffer from several types of handicaps. Such children may be suffering from physical as well as psychological handicaps and also more than one type of physical hadicaps. In order to make arrangement for the education of such children *the Minister of Education* is working seriously in co-operation with different voluntary bodies. Local Education Authorities are also seriously engaged in the task.

An Institution has been established for the blind children. This provides education to such blind children who have certain other physical handicaps or are educationally sub-normal of deaf or suffer from some such things. This school is called *National Institute for Blind.*

The responsibility for providing education to physically and psychologically handicapped, is the responsibility of Local Edu-

cation Authorities. If the Authority does not succeed in making arrangements for education, it pays cost for such a facility to the body that maintains it.

Ministry itself takes care of the finances. It tries to pay, out of the fees charged by the Local Education Authorities. Thus the cost of the facility for the education of the physically handicapped is assured.

In fact the Government, Local Education Authorities and the Voluntary Authorities are working in co-operation with each other for providing proper facilities for education to the handicapped children of England. There is a co-ordinated machinery as well.

Psychological Service.—There is an arrangement for psychological service in England. The organisation of this service defers frome one area to other. The structure is more or less like this.

Educational Psychologist.—The Authority appoints an Educational Psychologist. He is on the staff of the Chief Education Officer and acts as the Chief Advisor on psychological problems generally including those of maladjusted and educationally handicapped children, on hospitals and special schools for such children, child guidance and the organisation of the child guidance clinics, child delinquency, *etc.*

Child Guidance Clinics.—There are Child Guidance Clinics where there is a team of Psychologists and Psychiatric social workers.

There is also a speech Therapist. If need be there may be more than one Therapists. He is responsible for educating speech class or tender advice to clinics in importance of speech.

Educational Service and Child Guidance Service.—It is now a recognized fact that there should be a close co-operation between the *Educational Service and Child Guidance Service.* In fact the work of education is also child guidance. The teaaher acts as the real guide. As and when needed, he may refer the case to the Child Guidance Clinic.

The members of the staff of Child Guidance Clinic work differently in different cases. The diagnose the nature of the problems for which children are referred to them. In some cases it is possible for the staff of the Clinic to provide treatment. But when it is not possible for the Clinic staff to undertake treatment, they tender their advice to the school or home and ask them to take necessary steps.

Functions of Paychological Service.—The serviee has developed recently in England. No doubt Chid Clinics have been therefor a good many years. In these Clinics psychiatric service is also available. *Local Education Authorities* are making best efforts to improve this service.

The working of the Psychological Service is carried out in direct relationship to the schools. In fact it is an Advisory Service that tenders its advice in regard to problems of matching attainment, to capacity of assisting teachers in the task of adjusting the child to the school environments.

Research in Education.—Every educational pattern has to be reviewed and revitalised by the latest findings in the field. Research, therefore, is an essential part of education. Uuniversities of England and its departments of education are engaged in research in that field.

National Foundation for Education Research.—It is a body formed by the Universitieies, Local Education Authorities and the Teachers. It tries to conduct and carry out research in the subjects that cannot be undertaken by an individual or an individual University or Authority.

Local Education Authorities and the *National Association of Teachers* finance this Foundation. There are Uuiversities that also subscribe towards its finances. The Ministry of Education also gives it grant.

Director of the Foundation.—There is a Director of the Foundation. He is assisted in his work by a staff consisting of research scholars, administrative personnel and statististical staff. A vital programme of educatiònal research is going on. The result of the researches are published from time to time.

Divisions of work.—The whole work of the Fundation is divided into three divisions :—

(*a*) Work of assisting in co-ordination.

(*b*) Basic research programme that is directly undertaken by the Foundation. Here the concern is with research on problems of practical importance to the schools.

(*c*) *Special Investigations.*—Under this division research is conducted on certain special and specific problems. Recently a research was conducted into 'Reward and Punishment'.

Youth Employment Service.—This service is run by *Ministry of Education* as well as *Ministry of Labour.* The main function of this service is to assist the young boys and girls leaving school across the bridge, to industrial and commercial life. This service provides vocational guidance to boys and girls in securing appropriate employment.

Central Youth Employment Executive.—This body has been established with the responsibity of securing the operation of an effective Youth Employment Service throughout the country. The Education Authorities have the option to operate this service in their area and for this service they are given a grant

of 50% of the expenditure from the Central Youth Employment Executive.

Almost 90% of the Local Education Authorities operate this Service.

The Ministry of Labour can operate this Service directly as well.

Organisation.—In each area governed by Youth Employment Service there is a *Youth Employment Officer.* He had several assistants to help him. This is an Advisery Service for boys and girls leaving school. This Service starts interviewing the boys and the girls right in the schools and tries to find out the intended career of these future citizens of the country. Almost all the young boys and girls who have reached the age of 18 are provided with appropriate employment through the help of this Service.

Educational Welfare Service.—There is an agency in England that acts as a liaison between the schools and the homes. This agency comprises the officers who try to maintain contact between the schools and the homes. Their main task is to solve different problems of the children, their homes and the school. If a particular boy comes from a family that cannot afford proper clothing it is the job of the officer to try to solve such a problem. In other words *Education Welfare Service* is the welfare service.

Education Welfare Officer has a wide scope of functions to perform. His functions have been very properly summed up in the following *words of W. P. Alexander*:—

> "The Education Welfare Officers is, therefore, essentiall a Liaison Officer, helping the schools to keep in contact with the parents, acting for the Local Education Authority when cases arise in court affecting school children and securing the enforcement of byelaws which the Local Education Authority have made regarding the employment of children. In recent times of emergency the Education Welfare Officers proved a very tower of strength when in days of evacuation problems of billeting children had to be resolved. As knowledge of his area made him the perfect billating officer, bringing children into homes where they were welcomed and made to feel happy in their new surroundings."

POINTS FOR REVISION

(1) In England there is arrangement for certain special services for the childern undergoing education. These services play a vital role in the field of education.

(2) *School Medical and Dental Health Service.*—This is a special service through which attempt is made to keep the students physically healthy.

(3) This scheme was actually started in 1907 through the provisions of the Act.

(4) Education Act of 1921 made further improvements in this regard. This Act made provision for special treatment to physically and mentally handicapped children.

(5) Education Act of 1944 has made scientific arrangements for the preservation of the mental and physical health of the school-going children.

(6) There is a School Medical Service whose task is to inspect and provide treatment for minor ailments to the children in the school.

(7) There is a close co-ordination between the School Medical Service and the Health Service of the country. Generally it is the Chief Medical Officer of the area who is the Chief School Medical Officer. This co-ordination is found at the state level and at other levels as well.

(8) The *Chief Medical Officer* is assisted by Assistant School Medical Officers, nurses, clerical and administrative cadre.

(9) School medical staff carries out inspection of the School children and finds out their health.

(10) The second special educational service is known as '*School Meal Service*'. England has made arrangement for providing mid-day meals to its children. Every attempt is being made to provide wholesome food to the children.

(11) England has also made arrangement for the education of the physically as well as mentally handicapped children.

(12) There is arrangement for the education of various types of handicapped children in the following forms :—

(*a*) There is arrangement for the education of deaf and partially deaf children.

(*b*) Delicate children who are not properly physically developed, are also provided education in special schools.

(*c*) Then there is arrangement for the education of diabetic children. There are hostels that make arrangement for their residence.

(*d*) There is also programme for providing education to educationally sub-normal children.

(*e*) Attempt is also being made to provide education to epileptic children.

(*f*) There is also arrangement for the education and treatment of maladjusted and juvenile delinquents. There are courses as well as clinics for it.

(*g*) There is also arrangement for the education of physically handicapped.

(*h*) Persons suffering from speech defects are also provided education in a scientific manner.

(*i*) There is also arrangement for the students suffering from multiple handicaps.

(13) There is '*School Psychological Service*' which is run by Local Education Authorities. The job of the personnel working under this scheme is to provide proper assistance to the students as well as teachers in regard to psychological problems and requirements of the students. This service plays a vital role in regard to the education of maladjusted and delinquent children.

(14) There is proper arrangement for *research in education*. Apart from the individual teachers, Institutions, Universities and Education Department therein take to it seriously. There is a *National Foundation* that looks after research in education. This Foundation undertakes research in the branches in which individual teachers and Institutions do not have much interest.

(I5) There is a programme for Youth Employment Services. The main function of this service is to provide jobs to the young boys and girls that leave schools.

(16) Youth Employment Service is run jointly by Ministry of Labour as well as Ministry of Education.

(17) This Service maintains its contact with the educational institutions as well as industrial concerns.

(18) There is '*Education Welfare Service*' in England. This Service is responsible for taking care of the welfare of the students.

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CHAPTER XI

PREPARATORY, PRIVATE AND PROGRESSIVE SCHOOLS

Q. Describe briefiy the role played by preparatory, private and progressive schools in the system of education in England.

> "The 'Public Schools' are a stumbling block for all foreign students of English School edcation. In their opinion the term is a misnomer as the sohools are in fact 'Private'. However, both historically and legally these schools are 'public', as they were founded with the purpose of promoting public education, were subject to Special Acts of Parliament and were covered by public bodies established under the original foundations. In England, at any rate, 'private school' means a 'Preparatory School' run on the principles of private ownership and profit. The confusion arose only when the State and Local Authorities started a system maintained out of public taxes and the term 'public' was limited in its use. Perhaps to avoid misunderstanding it is better to call these schools 'independent', although with the present tendency of legislation this has become a misnomer also. But whether 'public' or 'independent', these schools are an important part of English education and supplied in the pre-war period the majority of University students." —*Prof. Nicholas Hans.*

Special Features of Education in England.—Education in England has developed, like its students, on account of several requirements of the society. It has changed and developed with a change and development of the society.

In England *freedom* and *liberty* are very important catchwords. It is one of the chief characteristics of an English man that he does not stand the interference of the State in his private affairs. English people are great democrats as well as individualists. They believe in '*liberty*' and '*freedom*'. It was on account of this tendency that certain private agencies took the cause of education. These private agencies, later on, were replaced by State. Now State is trying to increase its control on education.

In the *field of education, private agencies* have brought forth institutions like '*Preparatory Schools*', '*Private Schools*', '*Progressive Schools*'

and *Public Schools*. These institutions have their own importance. Let us try to have a look at them.

Preparatory Schools.—In England it has been laid down that a student can seek admission to a secondary school at the age of 11, but in a public school admission can be sought only at the age of 13. This discrepancy has created a problem for the guardians who want to send their words to public schools. There is also the problem of adujustment. *In a public school* a student has to live in an environment which is different from the environment in his day-to-day life. The child his to be prepared for this new environment. In order to meet this requirement, new types of institutions have come into being. These institutions are known as '*Preparatory Schools*'.

In fact these Preparatosy Schools are in integral part of Public Schools. They are there to train the students to be able to get admission and education in the Public Schools.

Preparatory Schools, like the Public Schools, are of two types:—

(a) **Day preparatory Schools.**—In *Day Preparatory Schools*, residence is not compulsory. A student may live with his family and come to the school to secure education.

(b) **Residential Preparatory Schools.**—In a *Residental Preparatory School*, residence is compulsory. Every student has to live on the campus of the schools.

Status of the Preparatory Schools.—Preparatory Schools have their independent status, They are not affiliated or connected with any body. In fact they are a branch of the Public Schools. If they have any connection with any outside agency it is the Public Schools.

The entire proprietorship and the control is vested in the Head of the Institutions. These institutions do not get any grant-in-aid from the Government and are outside the control of the State Government. Generally rich parents send their wards to these schools. Normally, there a stdent has to pay, £100 to 180 per year by way of fees.

Generally students between the age group of 8 to 13 are admitted here. In certain Preparatory Schools we find that students from distant parts come and avail of the opportunities.

Generally the standard of education is very high in these schools. They have two main functions to discharge.

(a) To prepare student for general entrance examination to Public Schools, and

(b) To prepare meritorious students for competing at scholarship examinations of various Public Schsols.

The existence of the Preparatory Schools depends upon the success of their students at these examinations. Generally these Preparatory Schools are maintained and run on the pattern of the administration of Public Schools. Inspite of their independent status the Preparatory Schools are subject to inspection by the Government machinery. The *Ministry of Education* grants recognition to these schools. There is a body named '*The Incorporated Association of Preparatory Schools*'. The job of this Association is to establish co-ordination and co-operation amongst various categories of the teacher. This Association was established in 1892.

The *curriculum and the syllabus of these Preparatory schools* is based on the ideals and requirements of the Public Schools. *Teaching of classcial languages* occupies an important place in the scheme of teaching of these Preparatory Schools. *Except Latin*, even now other modern languages, *Mathematic*, *Science*, *etc.*, are also included in the curriculum.

Private Schools.—If we look at the history of education in England, we come to the conclusion that private agencies have played a very important part in the spread of education in England. Since early days there were *Charity Schools* and *Endowed Schools* as well as *Private Schools*. These schools imparted secondary education to the students in England. These days Private Schools are working as a branch of Independent Schools.

What is a Private School.—*Act of 1944* according to its Article 114, has defined a Private School in the following words:—

> "Any school at which full-time education is provided for five or more pupils of compulsory school age (wether or not such education is also provided for pupils over that age), not being a school maintained by a Local Education Authority or a school in which grants are made by the Ministry to the proprietor of that schools."

Working of the Private Schools.—It is difficult to find out the exact number of Private Schools that are working in England. In 1949 it was estimated that there are about 4,000 such schools. These schools were those that had not been inspected by the Education Department. Since then many new schools have come into being and, many old ones, have been closed. These days, *Private Schools* are not run in an efficient and satisfactory manner. Their number is going down every day. From the point of view of efficiency and standards, there is a lot of difference from school to school. These schools are the private property of certain individuals and they are established with the view of gain or personal advantage.

Teachers employed in such institutions do not get pension

or avail retirement. The equipment of the school buildings is also not very good.

In spite of the drawbacks, these *Private Schools* are quite popular with a class of people. These persons do not want to send their wards to Government Schools. They want to educate their children in the schools which conform to their ideology.

Curriculum.—In these schools there is arrangement for the teaching of the *classical education*, Mathematics, History, Geography and other modern (of course European) languages.

There is arrangement for the teaching of the girls as well. Generally girls from upper and middle classes come to receive education in these schools. *S. J. Curris* while criticizing this category of schools, remarked :—

> "Some of these schools attained acertain measure of efficiency but for the most part they were inefficient.....establishments. Classes for older childred were taught by school masters. A few of these were really well-run schools, but in most cases the masters-withdrawn from the very bregs of the society. Many were ignorant and brutal, much addicted to drink....."

In 1885, New Castle Commission was appointed to make inspection of these schools which in its report said that the atmosphere in these schools was unhealty and schools were of a bad capacity.

In 1870, Sir J. Fitch and Fearon were again appointed to go into the working of these schools. They also came to the conclusion that the working of these schools had not improved since the enquiry made by the New Castle Commission.

Again in 1899, another Commision was appointed but even then no progress was made.

It was in 1918, that the question for the classification and inspection of these schools was raised.

In 1930 a Department Committee was apponited to go into the working of these schools and suggest improvements and betterments. It submitted its reports 1932 and suggested that these schools must be subjected to inspection off and on.

Then came the Act of 1944. This Act has laid down certain conditions which were intended for the improvement of these schools. Under the provisions of this Act, inspection of these schools has been made compulsory. Her Majesty's Inspectors regularly inspect a large number of these schools. This new provision has given a new life to these schools.

Most of these schools are concerned with secondary education, but in certain institutions there is provision for Kindergarten classes as well.

Progressive Schools.—This is another branch of the independent schools. These schools have their own importance in the pattern of education of England.

Origin and Development.—First of all such a school was established by *Thomas Right* in 1819 in Birmingham. Then in 1833 this institution was transferred.

These institutions are considered quite important in the education of England, but there is no basic difference between these schools and private schools. There is differences only in regard to following points :—

(*a*) In Progressive Schools there is more of opportunity for practical work.

(*b*) Progressive and up-to-date methods of teaching are employed.

These institutions are also patronised by those persons who do not want to educate their children in the schools run and maintained by the Government.

Difference between Progressive Schools and Public Schools.—Sometimes people think that *Progreesive Schools* and *Public Schools* are the same, but in fact they are two different types of institutions. They differ from one another in regard to the following points :—

(*a*) Public Schools believe in old principles and old values, but Progressive Schools believe in new ways and progressive methods.

(*b*) In Public Schools there is no arrangement for good education' but in Progressive Schools there is such an arrangement.

(*c*) In Public Schools corporal punishment is permissible. The method is employed in order to enforce discipline. But in Progressive Schools, such a thing is not permissible. Here psychological methods are used for maintaining discipline.

(*d*) Public Schools call Progressive Schools, 'Devilish Institutions'. On the other hand, Progressive Schools think that Public Schools are recationary, conservative and cruel.

(*e*) Public Schools are there since very long, but Progressive Schools are things of recent growth.

Aims and objects of the Progressive Schools.—These Progressive Schools are there with two-fold purpose :—

(*a*) They prepare students for the public examinatians.

(*b*) They make experiment in the field of teaching and education.

Curriculum.—In Progressive Schools, students are free to regulate their routine and every-day life. Here curriculum is not enforced upon the students. An attempt is made to make the whole thing natural and English, French, Mathematics, Music, Drawing and Painting. Ceramics, Woodcraft, *etc.* are taught, Every student has the option to select certain subjects according to his or her attitude.

These *'Progressive Schools'* are in fact the result of the liberty loveing character of the English race. English people are freedom-minded. They want to have their individual will and so they encourage and allow these institutions to grow on. By and by, the Goveernment is bringing these Schools under its own influence.

POINTS FOR REVISION

(1) In English education there are certain institutions that do not come within the orbit of the influence of the Government. These institutions are called independent schools :—

(2) *Independet schools* are of three categories :—

(*a*) *Preparatory Schools,*

(*b*) *Private Schools, and*

(*c*) *Progressive Schools.*

(3) *Preparatory* Schools are of two types :—

(*a*) *Day Preparatory Schools, and*

(*b*) *Residental Preparatory Schools.*

(4) The main purpose of these Preparatory Schools is to prepare students for competing at Entrance Examination to Public Schools and other Scholarship Examinations.

(5) Private Schools are there in England since long. In these schools fee is charged.

(6) These schools have not been going on satisfactorily, since their very inception. Various educationists have criticised these schools.

(7) These institutions are patronised by such guardians who do not want to educate their children in institutions maintained by the State.

(8) Those persons who feel proud in paying for the education of their children send their wards to these schools.

(9) Progressive Schools came into being in 1819 with the opening of such a school by Thomas Right. In 1833 this school was shifted to another place,

(10) Progressive Schools are different from Private as well as Public Schools.

(11) These schools believe in imparting education in a psychological manner, without imporing discipline through external methods.

(12) These schools prepare students for public examinations and make experiments in education.

(13) In these schools there is arrangement for the teaching of classical languages, modern languages and other scientific as well as Art subjects.

(14) The influence of the Government is increasing by and by in these schools.

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CHAPTER XII

GRAMMAR SCHOOLS AND PUBLIC SCHOOLS

Q. Write an essay on the importance and role of the *Grammar Schools* and *Public Schools* in English Education.

"Eeery one knows that no two children are alike. Schools must be different, too, or the Education Act of 1944 will not achieve success. They must differ in what they teach and how they teach it, just as pupils differ in tastes and abilities. The secondary school system must consequently offer variety in the curriculum and variety in approach suited to the differing aptitudes, and abilities and stages of development of the children concerned."

Grammar Schools—Origin and Development.—When we look at the history of the Grammar Schools, we find that they are of very old origin They were in the beginning established during the Roman period. *These schools are called Grammar Schools because they laid great emphasis on the teaching of classical languages.* They were established by religious individuals, special missionaries and were richly endowed. In the beginning they were not called Grammar Schools. *It was in 1387* that for the first time this word was used *by John of Trevisa.* In the beginning every cathedral had an institution attached to it. This institution was nothing *but a Grammar School.* It has rightly been said :—

"There is, however, no doubt that the cathedral establishments of the early period included a school which was to all intents and purposes a Grammar School."

Education in these Schools.—In the early periods almost the whole of secondary education was imparted by these institutions. These institutions were mainly established by businessmen. *Professor Bernard* has gone to the exteent of saying that almost all the Public Schools have grown out of these Grammar Schools or City Schools. In order to substantiate his statement he cited an example. The schools were, really speaking, nothing but Public Schools. There may be a slight difference but the difference was neglible. It has rightly been said :—

"But most of the other old 'Public Schools' are 'Town Public Schools' which have outgrown their purely local associations." —*H. C. Bernard.*

Grammar Schools are nothing but the Secondary Schools. They have no doubt acquired greater political, social and economic significance as compared to newly-established secondary schools. The main reason for it is that generally bright and promising students find admission in these educational institutions. They impart education to the students which have to go in for higher education in the Universities and have a bend for classical learning. Here the students, that find admission, have a higher Intelligence Cogent as compared to other students of the secondary schools.

Curriculum and tenure of Education.—Generally in these schools a student has to study for five or six yeers. During his stay in these schools he has to lay greater emphasis on the learning of modern and classical languages. Along with the teaching of these languages, the education of Mathemitics, Science and such other subjects is also carried on. After finishing education in these schools, the young men and women go in for higher education in the Universities. Then they enter the profession of Medicine, Law or Church. The curriculum of these Grammar Schools is so designed that within a period of five to six years the students are able to acquire knowledge of several subjects. They are also made to acquire aptitude and ability to go in for specialised education.

Importance of the Grammar Schools.—Generally Grammar Schools are more famous and important as compared to Secondary Schools. It is on account of the following three reasons that they have acquired importance and fame: —

(1) They are old,

(2) More bright and promising students are admitted to these schools,

(3) When no scientific syetem of education had been evolved, these schools had come into being and were meeting the requirements of the secondary education. They prepared students for higher education as well as the entrance into different vocations and trades.

Public Schools.—In English education *Public Schools* also occupy an important place. They are important on account of several reasons. These schools are also old in origin. Although they are called Public Schools, but they are not open to all. Members of higher classes of the society send their wards to these schools in order to acquire a specialized training.

Origin and Development.—We have already stated, that originally Grammar Schools and public Schools were the same. They were not different from each other. In words of *Curtis*

the Public Schools have the following qualifications in regard to their origin and development :—

> "The historical enquiry also shows that the origin of the Public Schools was in no way different than that of Endowed Grammar Schools."

Some of the Public Schools are older than English Parliament and English Nation. They were established during the Roman period. *W. E. D. Stephens says* :—

> "Some of the Public Schools are very old, older than Parliament, older even, in one or two cases, than the English Nation."

Nomenclature of the Public Schools.—In different ages Public Schools have imparted different patterns of education. In fact their name and its meaning has posed problem in various periods. In olden days these schools had two types of meanings : (1) *Larger meaning, and* (2) *Limited meaning. Professor Nicholas Hans* in his book, 'Comparative Education' has remarked :—

> "The 'Public Schools' are a stumbling block for all foreign students of English education. In their opinion the term is misnomer as the schools are in fact 'Private'. However, both historically and legally these schools are 'Public' as they were founded with the purpose of promoting public education, were subject to Special Act of Parliament and were governed by public bodies established under the original foundations."

These Public Schools are not like the Public Schools of America. They are Public Schools in the special sense of the world. They occupy an important place in English education. Indo-Pakistan Sub-continent borrowed this idea from English education and established several institutions of this kind. These institutions in this continent impart special kind of education which is not available to ordinary people of the society.

Qualities and characteristics of Public Schools.—These schools have their own qualities and characteristics. Following are the chief characteristics of these schools :—

(*a*) They are connected with one religious denomination or the other,

(*b*) Religious instruction and collective religious prayer forms an integral part of the curriculum of these schools. The rate of fee is higher in these schools and so only rich persons can send their wards to these schools for education,

(*c*) These schools are a question-mark on the democratic society of England. They present an example of social discrimination, based on wealth,

(*d*) It is not binding on these schools that they should admit at least 25% of the students from the primary schools. No such restriction has been imposed on these schools.

Method of Teaching.—These schools have the following two methods of education :—

(*a*) House Method, and

(*b*) Prefect Method.

(a) **House Method of Education.**—According to this method, the students are divided into groups of 50 each. These student belong to different classes and categories. They are put in the charge of one *House-master*. The House-master is responsible for moral, intellectual and physical development of the students.

Prefect System of Education.—According to this system of education, the grown-up students, and students of higher classes, also look after the students of lower classes. Prefects are selected from amongst the students. Only those students who are prefect in discipline and games, *etc.*, are appointed Prefects. Sometimes these prefects are appointed by the students, but sometimes they are also appointed by the teacher.

Curriculum.—In Public Schools co-curricular activities occupy an important place. As already stated there is arrangement for the teaching of cassical languages, Mathematics, Science, Social Studies and such other subjects. Along with the teaching of these subjects there is rich and variegated arrangement for games and other co-curricular activities. An attempt is made to develop the spirit of co-operation in the students. Great stress is laid on physical training and exercises.

Causes of importance and success of public schools.—These schools are quite important and successful in English education. They are looked upon with respect and reverence. **Edward Gibbon** has rightly remarked :—

> "I shall always be ready to join in the opinion that our 'Public Schools' which have produced so many eminent characters, are not adopted to the genius and constitution of English people."

These words very clearly indicate that Public Schools are successful as well as important. The following are the causes of their importance and success :—

(1) They are *more concerned with the development of character and the sense of morality* in the students, and teach them the lessons of self-reliance and self-sacrifice, truthfulness, honesty and other moral and spiritual values.

(2) *These schools occupy an important place* in the field of national development of England. Most of the students that have come out of these Public Schools have done a lot for the nation.

(3) *Public schools have very close relations with the Universities like Oxford and Cambridge.* These institutions present an example of liberty and democracy. They are free from the interference of the Governing Bodies and the Head of State. Teachers are free to carry out educational programmes.

(4) *These are residental schools* and in the hostels the students are trained in the qualities of leadership and morality. Every attempt is made to bring about the development of their character.

(5) *They are properly equipped.* They have able teachers, ideal atmosphere and all sorts of equipment for proper education.

(6) Public schools have rich traditions and so students from distant quarters come to receive education over here.

Criticism of the Public Schools.—After the Second World War people started thinking in democratic terms. Because of this tendency Public Schools came in for heavy criticism. There are four things that are prevalent in the Public Schools of England and they are subjected to a lot of criticism on the *following grounds*:—

(1) A minority of English people thinks that Public Schools are ideal, good and unpolluted. They are also of the view that they should not be subjected to State control and public criticism. These people think that critics of the Public Schools are ignorant people who have no idea of proper education.

(2) There is another category of the persons that thinks that these intitutions are undemocratic. It will be in the interest of education that they are handed over to the Government.

(3) There is another class of persons that thinks the persons who come out of these schools do not possess the democratic spirit. They criticise these persons very much. They are of the view that the students of these institutions are snobs and they spoil the whole democratic atmosphere of the country.

(4) The fourth category of the persons thinks that these Public Schools are very useful for the national development and progress. According to them it shall be a bad day if these institutions are dismantled.

They think that public institutions are a gift of the English society that have grown by-and-by after serious consideration and thinking.

POINTS FOR RIVISION

(1) In order to meet the difference in the aptitudes of the students, different types of schools should be established. In Eng-

land Grammar Schools and Public Schools have been established with this aim in view.

(2) Grammar Schools came into being in England during the period of Roman Empire.

(3) These schools were called Grammar Schools because a good deal of emphasis was laid on the teaching of classical languages in these schools.

(4) In early periods almost the whole of the secondary education was imparted by these schools. Even today these schools are nothing but secondary schools. Students study there for five or six years.

(5) A good deal of emphasis is laid on the teaching of classical languages, in these schools. Along with the classical languages, subjects like Mathematics, Science *etc.*, are also taught.

(6) These Grammar Schools are very old and enjoy a good deal of reputation.

(7) Public Schools also occupy an important place in English education. These Public Schools also develop along with the Grammar Schools.

(8) These Publice Schools are run by publice bodies that have been properly endowed.

(9) These Public Schools are connected with one or two other denominational churh or sect.

(10) Religious instructions from an integral part of the scheme of teaching in these schools.

(11) There are two methods of teaching in these schools—(*a*) House Method, and (*b*) Prefect Method.

(12) In these Public Schools, classical languages, modern languages, Mathematics, Seience *etc.*, are taught.

(13) These Public Schools occupy an important place in the English education because a good deal of stress is laid there on games and co-curricular activittes.

(14) Some people think that these Public Schools should be done away with and they should be taken over by the Government. On the other hand other people think that they should be kept and maintained.

(15) Public Schools are an old institution of English society and they should be retained, but modified to meet the democratic requirements of the country.

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CHAPTER XIII

EDUCATION ACT OF 1944 OR BUTLER ACT

Q. State the main provisions of the Education Act of 1944. Disscuss their importonce.

Or

"The Education Act of 1944 lays unprecedented obligations upon both public authorities and citizegs." Discuss fully.

"M. R. A. Butler, the then President of the Board of Education, introduced into Parliament the Bill which became law on 3rd of August, 1944, and is known as the Education Act, 1944 (Butler Act). This Act is of great historical importance since it completely recasts the public system of education in England."

Importrnce of Education Act, 1944.—This Act occupies a very imortant and historical position in the social reconstruction of England. It has added a new chapter to the progress of the society in that country. It has brought about changes of far-reaching consequences in England. No other Act in the world has created such new changes.

Aims of the Act.—Butler Act was aimed at bringing about a change in the field of education in England. Its main aims were the following :—

(*a*) *Physical development of the society,*

(*b*) *Inteliectual development and betterment of the society, and*

(*c*) *Moral and spiritual upliftment of the Society.*

In fact after the Second World War, English people had come to realise that education occupies a very important place in the development of the society. They thought that without proper education the progress of the society can neither be maintained nor accelerated. Churchill himself realised it though a conservative, pleaded for the education of all.

Salient features of Education Act of 1944.—This Education Act brought about several changes in the field of education. These changes were carried out not only in the administrative field but also in the field of teaching and other activities connected with

education. For the convenience of stu dy we may categorise the various changes under the following head s :—

(a) Changes in the field of central administrators of education.—The most important change brought about by this Act was that the Board of Eduaction established in 1900, was converted into Ministry of Education. Now the President of the Board became the Minister of Education.

(b) Enhancement in the duties, powers and privilsges of the Minister of Educrtion.—Prior to this Act, Bord of Education and its Chairman were connected only with the eduction of England and Wales. Now the position of the President of the Board, who now became the Ministsr of Education, got completaly changed. This Act gave him further powers. The following extract gives an idea of the *powers and privileges of the Minister of Education* :—

It is the duty and obligation of the Minister of Education "*to promote the education of the peopte of England and Wales and the progressive development of the institutions devoted to that purpose, and to secure the effective execution by local Authorities, under his control, and direction of the national policy for providing a variety and comprehensive educational service in every area.*"

(c) Contral of the Parliament over the Minister—Although this Act provided wide powers to the Minister of Education, yet it did not allow him to become a despot or a dictator in the field. He could not do anything without the consent and the approval of the Parliament.

(*i*) Being the Member of the Cabinet, the Minister of Education had a collective responsibility to the Parliament. He can not do anything without the approval of the Cabinet and the Parliament.

(*ii*) He has to present an annual report about the working of his department before the Parliament.

(*iii*) Any Member of the Parliament could ask questions in regard to the working of the Departement of Eductation to the Minister.

(*iv*) Any House of the Parliament could reject a Bill or any other provison of Act or law moved by the Minister of Education.

Powers and dutses of the Minister of Educaion—In spite of the restrictions placed on the Minister of Education it connot be denied that he has been given powers of far-reaching importance and consequences. *Following are some of the powers and privileges of the Minister of Education* :—

(*a*) According to this Act, the Minister of Education can *direct 'unwilling, recalcitrant or disobedient Local Education Authoaities to make almost any imporovement in providing for education.'*

(*b*) The Minister can, according to the Act, *define the duties of the Local Education Authorities with respect to the measures taken for establiesing sufficient number of primary and secondary scools within their respective areas.*

(*c*) *For the cause of further education, Local Education Authorities connot do anything of significance without the approval of the Minister of Education.*

(*d*) *Minister of Education has wide powers in regard to educational legislation.* He can get statutory regulations and orders passed, of course with the approval of the Parliament. The draft of these orders and regulations has to be placed before the Parliament.

(*e*) The Minister *has the power to issue circulars and memoranda without seeking the approval of the Parliament.* These order have the sanction of the law.

(*f*) *Minister of Education has wide control on the Local Education Authorities in regard to educational matters.* He may cancel a certificate of the Local Education Authorities and arbitrate in the dispute between two Local Education Authorities in regard to matters pertaining to education. *He may also direct Local Education Authorities in regard to the following* :—

(*i*) Provide transport facilities,

(*ii*) Establish, maintain or assist a Training College,

(*iii*) Settle dispute between the Management of the Schools and the Local Education Authorities,

(*iv*) The Minister may require a parent to send his child for medical examination,

(*v*) He may prohibit the appointment of some person to the post of the Chief Eduaction Officer if he feels that person concerned is not fit for the job,

(*iv*) In regard to the Independent Schools he has wide powers. He may give them grant-in-aid or take away their recognition if he feels that they are not working suitably,

(*vii*) For educational research he may give grant-in-aid to the bodies that are not under the influence of Local Education Authorities,

(*viii*) In order to facilitate education, the Minister may provide fees, scholarships and other financial assistance to individual pupils. This is his discretionary power. 'He may pay half the cost of repairs and alterations of aided Schools and Special Agreement Schools and may grant loans to the Managers or Governors of such schools.'

(*ix*) It is within the power of the Minister to combine the area of two or more County or County Burrow Councils, in the

interest of economy and efficiency. When such a combination is made, the Joint Education Board, consisting of the representatives of the Councils concerned, shall be appointed to look after the affair of the education.

(*x*) The Minister has special powers with regard to special financial provisions relating to Wales and Monmouthshire.

(*xi*) The Minister has been empowered to appoint a Registrar of Independent Schools who shall keep a register for them. These registers are open for inspection.

Certain schools that have been registered as efficient secondary schools are exempted from this provision. The Act is mainly concerned with Private Schools. These Private Schools are enterprise of certain individuals who carry them out with the intention of gain and advantage.

Advisory Boards.—Prior to this Act there was only one Advisory Board for Education. Now two such Boards have been appointed. One of them is meant for education in England and the other one is meant for education in Wales. The main task of these Advisory Boards is to tender advice to the Minister of Education in regard to the principles and methods of teaching and other problems of education.

Changes in the field of Local Administration of Education.—On the basis of Education Act of 1902, Local Education Authorities had been divided into two categories; (1) *Part II, and* (2) *Part III, Authorities.*

Although these Authorities had been divided into two, but their powers and duties had not been properly defined. This led to a lot of confusion. Clash hetween the two Authorities was not something extraordinary. On account of this confusion, a scientifically planned education was not possible. There was Diarchy. Primary education was under the control of the Authority while education above the primary stage was under the control of the administration of both types. The control led to creation of several problems. *Education Act of 1944 finished* this diarchy and abolished Authorities known as Part III.

Joint Board

In order to solve the problems of education, in the local field, Joint Board was appointed. This Board reduced the number of Local Authorities in the field of education. This was done in the interest of economy and efficiency in education.

Power and duties of Local Education Authority.—Education Act of 1944 has added to the powers and privilege as well as duties of Local Education Authorities. The Act in this regard lays down :—

"..... It is the duty of Local Education Authority to make available in their respective areas schools sufficient in number, character, and equipment and offering such variety of instructions and training as may be desirable in view of the different ages, abilities, and aptitutes of the pupils, those under five years of age, Nursery Schools or classes have to be provided. Special educational treatment has to be given to such children as are mentally or physically deficient. Boarding accommodation has to be provided for those whom it is considered desirable by the Local Education Authorities."

In other words, Local Education Authorities have been charged with the following responsibilities :—

(*i*) *to provide sufficient educational facilities for the children* under their jurisdiction.

(*ii*) *to provide for pre-primary*, that is, nursery or Kindergarten education in a scientific manner,

(*iii*) *to provide for edncation of physically or mentally* handicapped children.

(*iv*) It has now become the duty of L. E. A.'s to maintain as a voluntary school, every school that was immediately before April 1, 1945, a Public Elementary School, provided otherwise than by a formal Local Education Authority.

(*v*) Local Education Authorities have been entrusted with the task of getting the estimate of immediate and prospective educational needs of their areas and prepare a development plan to be submitted to the Minister. Every L. E. A. was instructed to make a survey of immediate as well as prospective needs of its area in regard to primary and secondary education by April 1, 1946. This dateline was binding on all Education Authorities.

(*vi*) L. E. A.'s have also been directed to maintain the County and Voluntary Schools specified by the Minister in Local Education Order and carry out such other duties as the Order specifies.

(*vii*) They have been entrusted with the task of seeing to the fact that school premises conform to such standards as may be prescribed by the Minister.

(*viii*) To ascertain the special aducational treatment that children in their area require and to press upon the parents to cause their children of compulsory school age to receive suitable, efficient and full-time education.

(*ix*) It has also been made binding upon the Local Education Authorities to enforce regular attendance of the school-going age children.

(*x*) Local Education Authorities have been asked to secure adequate facilities for further education.

(*xi*) It is alse binding upon the L. E. A.'s to provide for leisure time occupation in such organised creative trainings and recreative active as may suit the requirements of the persons over school age.

(*xii*) Free medical inspection and free medical treatment for the pupils has now become the responsibility of the Local Education Authorities. Local Education Authorities have also been entrusted with the task of providing mid-day meals.

(*xiii*) Provision for recreation and social and physical training, according to this Act, has also become the responsibility of Local Education Authorities. It now became binding on Local Education Authorities to establish and develop facilities for school games, playfields, swimming pools, baths, gymnasia and other forms of recreation.

(*xiv*) Local Education Authorities have to provide for clothing, to such pupil who put on dirty clothes and did not have sufficient resources to have good clothes.

(*xv*) Transport facilities for education of handicapped and education at pre-primary level has also become the responsibility of the Local Education Authorities.

(*xvi*) Establishment of training colleges and their maintenance, along with the Ministry of Education is now the responsibility of Local Education Authorities.

(*xvii*) Local Education Authorities have been entrusted with the task of providing such data and particulars as may be required by the Minister of Health or the Minister of Education.

(*xviii*) Every Local Education Authority has to appoint a Chief Education Officer and keep separate account of income and expenditure relating to the functions and duties carried out under the Act.

Education System Recast.—This Act has more or less recast the entire system of education in England. *Section 7* of this Act is very important in this regard. This section has more or less determined the constitutional status of education in England. According to this section, public educasion has been divided into three stages :—

(*a*) Primary Education,

(*b*) Secondary Education, and

(*c*) Further Education.

This Act lays down that, "the statutory system of public education shall be organised in three progressive stages to be

known as *Primary Education, Secondary Education* and *Further Education.*"

Changes.—The following other changes were also effected by the Act :—

(*a*) Instead of Elementary Education, the word 'Primary Education' was set up.

(*b*) The meaning of Primary and Secondary education was clearly laid down. According to the provisions of the Act, primary education shall run up to the age of 12 years and the secondary education shall go up to the age of 19 years. It shall, however, begin at the age of 12.

(*c*) The age of compulsory education has been raised to 15 years.

(*d*) Separate arrangement for primary and secondary education was made.

(*e*) It was made binding for Local Education Authorities to make arrangement for the education of the children below five years of age. This arrangement was to be made according to the children and the guardians.

(*f*) Arrangement for physically and mentally handicapped children have also to be made. In other words this is an integral part of the educational programme.

(*g*) According to *Section 8 of the Act,* Local Education Authorities have to make arrangement for the Boarding Houses for the children. It has been laid down that—

> "The expediency of securing the provision of boarding accommodation either in Boarding Schools or otherwise, for pupils for whom education as boarders is considered by their parents and by the Authority to be desirable."

(*h*) The Ministry of Education and the Local Education Authorities have been made responsible for making asrangement for the buildings and other requirements of the Schools. Section 10 of the Act lays down :—

> "The Minister shall make regulations prescribing the standards to which the premises of schools maintained by Local Education Authorities are to conform."

Changes in the field of administration of the schools.—*Education Act of 1944* has tried to do away with the various ills that were present in the system of education in England. According to the *Act of 1870* there were two types of Institutions; (*a*) *County Schools,* and (*b*) *Voluntary Schools.*

(*a*) *County Schools* are the schools maintained by Local Education Authorities and were run out of the finances provided by the Government and the Local Education Authorities.

(*b*) *Voluntary Schools* were generally established by churches and other religious institutions. Even the Act of 1902 accepted this provision. The Act of 1944 made a compromise in this regard.

Now Voluntary Schools have been classified under the following three categories :—

(*a*) Controlled Institutions,

(*b*) Aided Institutions, and

(*c*) Special Agreement Institutions.

Changes brought about by the Educacion Act of 1944 in the field of religious education or religious instructions.—In English education, religious instructions have always occupied an important place. Since older days, it has been the practice there to provide for religious instruction and prayers in the school programme. *Education Act of 1944* has made the following provision in this regard :—

"The school day in every County School and in every Voluntary School begin with collective worship on part of all pupils in attendance."

The Act further lays down that :—

"If the parents of any pupil in attendance at any County School or any Voluntary School request that he be wholly or partly excused from attendance at religious worship in the school, or from attendance at religious instructions in the school, or from attendance of both religious worship and religious instructions in the school, then, until the request is withdrawn, the pupil shall be excused such request accordingly."

Changes in School Government or Governors.—Education in England has not developed in a planned manner. It has developed according to the requirements of the society. There were two types of managements up to the sacondary schools : (*a*) *School Management*, and (*b*) *School Governor* for secondary schools. *Education Act of 1944* has made the following provisions in this regard :—

(1) Every institution, wherther voluntary or otherwise shall be maintained by a Body of Managers or a Body of Governors. These bodies shall be appointed by an instrument.

(2) For the primary schools there shall be an Instrument of Management and for secondary schools, there shall be an Instrument of Government.

Every primary institution shall be run according to the Rules of Management and every secondary institution shall be run according to the Articles of Government. These rules and Articles shall be laid down by Local Education Autho-

rities. Rules in regard to administrations shall have to be approved by the Minister for Education.

(3) Aided and Special Agreement Schools shall have, on their Body of Managers, at least one-third representatives of Local Education Authorities. Two-third of the members of the Body of Managers shall be from amongst founders of the institution. The Body of Managers shall not be less than that of six members.

Provisions regarding teachers.—*Act of 1944* has made pretty good arrangement for the training of the teachers and their conditions of service. In this regard Section 62 of the Act lays down :—

"He (Minister of Education) shall make such arrangement as he considers expedient for securing that there shall be available sufficient facilities for the training of teachar.....

and

.....may give to any Local Education Authority such directions as he thinks necessary requiring them to establish, maintain or assist in training colleges or other instructions or to provide or assist the provision of any other facilities specified in the direction."

The Acs has also made provision for *Burnham Committee* and such other Committees. These Committees negotiate and lay down the pay scales of the teachers of the schools and other instructions.

Appointment and dismissal of a teacher in a County School is made by Local Education Authorities. This provision does not apply to the teachers in Independent and Special Agreement Schools. There this right vests in the Committee of Management.

Provisions in regard to School Health Service.—Prior to this Act there was no scientific arrangement for medical inspection in the schools. This Act has laid greater emphasis on the school health. It has laid down that (*a*) every student in the school shall be medically examined, (*b*) he shall be provided with free treatment of aliments, and (*c*) every advantage of the facilities available.

Provisions in regard to Independent Schools.—Independent Schools occupy an important place in the national system of education in England. These schools have been given necessary protection but arrangement has also been made to cause inspection of these schools.

Mid-day Meals.—This Act has made provision for mid-day meals and milk to the students. Provision has also been made for providing clothes and other necessary things to poo rchildren.

Provisions in regard to the duties of the gardians.— *The Act of 1944, "makes it the duty of ohe parents to cause their children of compulsory school age to receive efficient full-time education suitable to their age, ability and aptitude by either regular attendanee in school or otherwise".*

According to *the Act of 1944* compulsory age has been defined as, "*any age between 5 to 15*". Every student has to continue his or her education up to this age. No boy or girl can leave the education unless he or she has attained this age.

Evaluation of the Education Act of 1944.—Every legislation prepares a ground for reform and batterment. This is true of the Education Act of 1944 as well. It is pretty comprehensive no doubt, but it cannot be denied that it leaves certain drawbacks. It is criticized on the following grounds:—

(*a*) Finishing of primary education at the age of 11 has been termed an unpsychological. It is not possible to find out the abilities and the aptitudes of the children of this age.

(*b*) The Act does not give a detailed description and views about secondary education.

(*c*) Education is free and compulsory only in the schools maintained by Local Education Authorities, but it is not so in the schools that are aided ones or run by voluntray organizations.

(*d*) In regard to religious instructions it is said that the provisions of this Act have not tried to realise that religious feelings are developed and grown and not taught. It is not possible to teach the religion to the students.

(*e*) Theose who advocate State control of education lay down that this Act makes very little interference with the Independent Schools or Special Agreement Schools. This lack of interference leaves these schools untouched and so the pattern of education is not at all improved.

POINTS FOR REVISION

(1) The Education Act of 1944, which is called *Butler Act*, is a historical step in development of education.

(2) The Act aims at physical, intellectual and moral development of society.

(3) This Act has enhanced the powers and privileges of the Minister of Education.

(4) Now, after this Act, there shall be a Minister instead of the President of the Board of Education.

(5) The Minister of Education is under the control of the Parliament.

(6) There are two Advisory Boards for education, one for England and the other one for Wales.

(7) Local Education Authorities have been given a good deal of power in regard to education. It is these facilities that run education.

(8) This Act has recast the whole of the system of education. Now there is Primary Education instead of Elementary Education.

(9) Now there are institutions run by Local Education Authorities and then there are aided and Special Agreement Schools.

(10) The Act has provided for collective worship and religious instructions. A guardian may seek exemption of his ward from attendance to these school programmes.

(11) A change has been effected in the management of schools.

(12) After this Act, teachers have been provided with better security of tenure and training facilities. This Act has provided for School Health Service, compulsory medical examination and free treatment of the ailment of the student.

(13) This Act has also made provision for mid-day meals, milk and clothes to poor children.

(14) This Act has made it binding on parents to send their children of school age for education.

(15) This Act is criticised on the score that it has not interfered with the Independent Schools and then it has not cared to give a psychological base to primary education.

(16) In spite of the drawbacks the Act is a historical step which hes changed the phase of education in England.

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CHAPTER XIV

EDUCATION ACTS OF 1946 AND 1948 AND SUBSEQUENT CHANGES

Q. Describe briefly the provision of Education Acts of 1946 and 1948 of England and other reform carried out afterwards.

Education Act of 1946.—This Act has made an attempt to amend improve upon the different sections of Education Act of 1944. The new Act received Royal assent on May 22, 1946. *This Act contains 17 Sections and 2 Schedules.* Its chief characteristics and salient features are given below :—

(1) **Power of Local Education Authorities.**—This Act has given further powers and duties to Local Education Authorities. Now following are the obligations, duties and privileges of Local Education Authorities :—

(*a*) According *to the Act of 1946*, the Local Education Authority is authorized, in certain circumstances, *to meet the expenses of enlarging and improving upon a Controlled School to the evtent of virtually establishing a new* school.

(*b*) Local Education Authority is also authorized *to provide temporary accommodation for Voluntary Schools*, even if a permanent accommodation is not provided by the Body which is running that particular Voluntary School.

(*c*) Again it is the duty of Local Education Athority *to put up a building or execute repaire work required for the purpose of a Controlled School.*

(*d*) It is another duty of Local Education Authority *to provide clothing to children and maintain residential schools educational institutions, nursery schools or classes, free af charge.* This provision does not require any inquiry into the economic conditions of the parents.

(*e*) According to this Act, Local Education Authorities have been empowered *to defray expenses incurred on travelling by the members of Divisional Executives* in travelling outside the area.

(*f*) If a school contains seperate departments and if such a school is divided into two or more schools, each of the school shall retain the original statues of County or Voluntary Schools.

(2) **Obligations or duties of the Management.**—It is the duty of the Managers or Governors and Trustees of a Voluntary School to pay over to the Local Education Authority any proceeds from the letting or hiring of any part of the school premises other than the school building.

(3) **Religious Worship.**—According *to the Act of 1946* all collective act of worship whith which a school day in a County or Voluntary School begins, must take place in the school premises. Aided and Special Agreement Schools are an exception to this provision, and that too on special occasions. On such occasions this worship may be outside the school premises provided due notice of not less than fourteen days has been given to the parents.

In pursuance of the provisions of this section of the Act, a circular was *issued on 24th May, 1946.* This circular reminds the Management that:—

> "It is important that parents should be given adequate notice of any proposal to hold the collective act of worship off the school premises in case they should wish their children to be excused from attending.....The method of informing parents will be effected by local students, but it will not be sufficient only to make the time-table entry required by the regulations. Notice should be prominently displayed in the school, if possible not less than fourteen days beforehand and the children instructed to inform their parents.

This concession does not apply to Controlled Schools.

(4) **Teachers and membership of Local Education Authorities.**—This Act has given a good deal of concession to teachers. It has laid down that a person shall not, by reason of his being a teacher in or being otherwise employed in, or any school, college, or other educational institutions maintained or assist by a Local Education Authority, be disqualified for being a member of any Committee or Sub-Committee or any Local Authority appointed for the following purposes:—

(*a*) Care of mentally defective children,

(*b*) Purposes of Education relating to children, and

(*c*) Purposes connected with public libraries.

A teacher cannot be disqualified from being elected to a County or District Council.

Prior to this Act, the Act of 1933 imposed such a disqualification.

(5) **Expenses of Education.**—This Act also lays down that the expenses incured in connection with the provisions of the Act

of 1946 shall be met by the Parliament. This provision applies to the Ministry of Education.

(6) **Divisional Executive.**—This Act has given a good deal of concession to *Divisional Executives and officers.* It has made the following two provisions:—

(*a*) Officers who have been put to loss financially due to their transfer to a Divisional Executive shall be given the same pay by the Government.

(*b*) Divisional Executives, according to the provisions of the Act, have been authorized by the Committees and Sub-Committees to exercise functions.

Education Act of 1948 and its main provisions.—This Act was also introduced to do away with the defects and short-comings of the Butler Act of 1944. It mainly deals with the primary and the secondary education in England. This Act has not only amended the definition of Primary and Secondary Education, but also made certain other changes in their fields.

Primary Education.—According to the provisions of the Education Act of 1948, Primary Education is that "which is suited to the requirements of junior pupils who have not attained the age of ten and a half years or of pupils over that age whom it is expedient to educate in the junior school."

Due to this change in definition, several new programmes have been introduced and old ones amended. All this change has been made in order to meet the requirements of this new definition.

Secondary Education.—Education Act of 1948 has also amended the definition of Secondary Edncation. *Now Secondary Education is that which is "suited to pupils who have attained the age of ten years and six months whom it is deemed expedient to educate together with older children."*

According to this definition, exceptionally brilliant and promissing children may be promoted to secondary schools, six months earlier than the age prescribed for reading in a secondary school.

Criticism of this Act.—This clause of the Education Act of 1944 has been criticized by psychologists and educationists. They are of the view that it is not possible, at such an early age, to ascertain with an exactitude the special interests, aptitudes and abilities of children. It is worth remembering that Hadow Report of 1926 had laid down this age at 11 plus. Children at the age of 11 plus were sent to different secondary schools. In Scotland this age is 12 plus.

Butler Act and this new amendment have laid down the age at ten years and six moths.

Other provisions for children.—Now, according to this Act Local Education Authorities have been entrusted with the task of providing dress to the students livlng in the hostels of different school. Dresses have also to be provided to the students of Special Agreement Schools.

Duties of the parents.—This Education Act has made it binding for the parents and gardians to send their wards for schooling. If the Education Authorities feel that a particular guardians is not sending his ward to the school, he can be forced legally to do so. In case of exemption several statements and proofs have to be furnished.

Now Local Education Authorities have also been authorized to purchase land for establishment of schools.

Other Provisions.—Since the Act of 1948, the progress of education in England has been going on. Several measures have been enacted and introduced to make the education upto date.

POINTS FOR REVISION

(1) Education *Acts of 1946 and 1948* are nothing but an attempt to do away with the shortcomings of Education Act of 1944.

(2) Education *Act of 1946 has* made changes of far reaching consequences.

(3) According to this *Act Local Edncation Authorities* have been vested with more powers and entrusted with more duties.

(4) Managements have also been entrusted with greater obligations and more duties.

(5) An arrangement has been made for collective worship.

(6) This Act, had allowed the teachers to seek elective post while serving an educational institution.

(7) This Act has also tried to *compensate the loss of the Administrative Officers.*

(8) Education Act had *modified the definition of the Primary and the Secondary Education.*

(9) According to the provisions of this Act *schooling of the children up to the age of ten and a half years* is compulsory.

(10) Age for sending children to secondary schools has been laid at ten and a half years.

(11) In Scotland the age for transfer to secondary schools has been laid at 12.

(12) Many of the educationists and psychologists have criticized the provision, in regard to age of this Act.

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CHAPTER XV

UNIVERSITY EDUCATION IN ENGLAND

Q. 1. Discuss the main features of the University Education in England.

2. Give a brief account of the University administration in England.

3. What is Robbin's report (1961) in relation to University Education in England. Discuss briefly.

4. "Universities are those in stitutions of England where only those persons get education who are worthy of it." Discuss.

There is a belief in common people in Great Britain that it is a matter of pride to receive education in some university.

Old Universities.—The universities of Oxford and Cambridge were established in twelfth and thirteeth centuries and they are considered as ancient universities. Both of them are *collegiate universities*, because they are a federation of the colleges. Each of these college is independent so for as the admission of a stududent is concerned. The University of Oxford comprises 36 colleges while Cambridge comprises 23 colleges. Thus the two universities are a federation of 59 colleges. Some times the term *Ox bridge* is used to denote callectively the Universites of Oxford and Cambridge.

These colleges play a very important part in the under-graduate life of a student. The student is free to attend any college, but it is essential for him to attend the tutorial or supervision class once a weak, with a senior members of his own college. During this period he has to make a detailed study of his subject with one or two of his class fellows. The student has to live in the college campus because these are residential colleges. The life of these colleges is very traditional and one has to spend his life in the same manner.

An academic year consists of three terms. Each term consists of eight weeks. Vacation is observed from the middle of June to middle of October. The University of Oxford is known all over the world for research work in Human studies while that of Cambridgen is famous for researches in Pure Scinces.

Civic Universities.—These universities came into existence arouned twelfth century because a section of people was not satisfied with the traditions of Oxford. Due to industrial development of Great Britain, a sense of superiority developed in the people towords their own cities and towns. Durham is a collegiate university. Other Universities consist of varions departments. The University of London consists of forty-three institutions. Other Universities are situated in the industrial towns such as Birmingham, Bristol, Leeds, Liverpool, Manchester *etc.* The main feature of these universities is the multiplicity of varions subjects.

National Universities.—The main basis of the founding of these universities is the feeling of nationalism. These comprise of the Universities of Scotland, Wales and Northern Ireland. In Scotland, four universities were established in fifteenth century while two were founded in the twentieth century. It should be remembered that there existed the Universities of Oxford and Cambridge in the whole of England and Wales before the nineteenth century.

New Universities.—These universities are still in the process of estoblishment and this is the reason why the name of 'New University' has been given to them. In this connection, a scholar has remarked :

> "They aim to be experimental in their courses, general and varied enough to prevent students from becoming dilettantes with magpie brains : They propose to borrow the best features of Oxford and Combridge system of closely supervised work....."

According to the data of 1971, there were thirty-three universities in England awarding degrees. Besides these, there are the Universities of Manchester, Institute of Science and Technology, London, Manchester Business School *etc.* Seven universities were established between 1961 and 1971. Some of them are : Kent Lancaster, Sussex and York. These universities are short of building and accomodation, but it is hoped that this deficiency will be made up very soon. The enrolment of students in different universities of England in October 1967 was 1,99,372, which increased to about two hundred and twelve thousand in October 1968.

Though we have classified the universities of England into four categories according to their establishment but their classification can be changed according to the necessity and circumntances.

Main features of the Universities of Great Britain

The following are the main features of the Universities of Great Britain :—

1. To obtain admission in a university, it is essential to appear for a test. Only those succeed to get through in these tests, who have an aptitude to get higher education.

2. Each university generally specialises in the teaching of certain subjects, *e. g.*, Cambridge specialises in the teaching of Science and Mathematics, Durham specialises in the teaching of Religion while Leeds specialises in the teaching of Technology.

3. The standard of each university is very high and the authorities of the university work very hard to maintain their standards.

4. In order to provide equal opportunities to all competent and able students to carry out their studies. There are a number of scholarships to help them.

5. Each academic year consists of three terms.

6. Each university is self-administered. Though they get financial and other help from the Government through the University Grants Commission, but it has no effect on their freedom.

7. Generally there is co-education in all the universities.

8. Each university has facilities for the Post-graduate research.

9. It is expected of all the students of the university that they have capacity for independent and deep study of their subject.

10. The system of education adopted here encourages critical study of the subject among the students. Teaching is most given by tutorial method.

11. It is expected of the students that they would their whole time towards their studies.

12. Every university is established after the proclamation of a Royal Charter, otherwise the degrees or certificates are not recognised.

13. Most of the universities are residential, but recently a few of them have been so established that residence in the campus is not necessary.

Relation between the Butler Act and the Universities

The Education Act of 1944 had no effect on the higher education. Even if there was some effect on the higher education, it was more indirect then direct with the betterment in the conditions of secondary education, the number of students who went in for higher education incrcased, and the universities had to make an effort to develop themselves.

Being self-administered and autonomous bodies, the universities are outside the purview of the Butler Act. This Act has

given the responsibility of making arrangements of Higher Education to Local Educational Authorities and it is their responsibility to help those students who are competent and eligible for the same.

Freedom of the Universities

All the Universities of England and Wales are independent. There is no control of the Government over them. The universities are free to prescribe their own subjects, that courses, admission of students and the form of their administration. The Senate or the Court of the Universities, frame laws, decide the cases of the admission of students, topics of study and their standards. All the universities are established as a result of the proclamation of a Royal Charter.

Autonomous Institutions

The universities are not sovereign bodies—rather they are autonomous. In this connection H. C. Dart has remarked :—

> "The British universities enjoy an autonomy probably unequalled in the world."

Although the universities were established by the proclamation of a Royal Charter, yet all efforts in this direction were non-official. The universities enjoy great benefits when they are outside the control of the Government. This is the reason why they have been able to maintain a high standard in education and are worthy of competition. Recepients of education in Oxford and Cambridge feel a sense of pride when these names are mentioned.

Financial Position

In order to maintain their financial independence, the universities did not ask for the financial help from the Government, a few decades ago. But the situation is not so easy now because for the establishment of certain courses a huge amount of money is required to establish the laboratories and run them. It has therefore become essential to obtain aid from the Government, but this help is taken for some specifice project. The Government does not help the universities financially in a direct manner.

University Grants Committee

To help the universities financially, the Government has appointed a University Grants Commiltee. A fixed sum of money is made available to this Comnittee by the Government and the Committee distributes this amount among different universities according to their requirements. Since this Committee consists of the representatives of different universities, it becomes easy to bring

uniformity among different actions keeping in view their aims. All the universities accept the decisions of the Committee.

Aims of Higher Education

The universities of England and Wales recognise and accept the universities of Oxford and Cambridge as their ideals, and therefore arrange education on a similar pattern. According to Briggs.

> "The new Universities are, first of all, pooling the experience of Oxisting Universities-bringing together ideas, practices, techniques, frequently the best of these and really putting them together and giving them a close examination. Secondly, I think, they are, or should be, the centres of innovation and experiment, based on really fundamental thinking as to what a university is."

Although the new universitis had the facilities and administartion similar to the old universities, but new universities, were opened keeping in view the requirements faced by the country on account of the Second World War. Imperial College of Science and Technology is one of these and this institution has the best arrangement and facilities of higher education and research of Science and Techmology. The present is being moulded out of the ancient keeping in view the necessities of future.

The aim of university education in England is to develop cultural and literary tradition besides being helpful in the work of national development; to defend the healthy conventions of the past, and to develop the new traditions keeping in view the requirements of future, is also an aim of British education. Though this nation has been very conscions of its past traditions yet it has not overlooked the requirements of the future world. After the Second World War, there was felt a need to take greater interest in the affairs of education. Censequently a committee, known as Robbin's Committee, was appointed to exanine the requirements of higher education.

Robbin's Report

The Prime Minister of England appointed a committee under the Chairmanship of Lord Robbins in 1961. The committee submitted its report in 1963. The terms of reference of this committee were:—

> "To review the working of full-time higher education in Great Britain, and in the light of national needs and resources to advise Her Majesty's Government on what principles its long term development should be based. In particular to advise in the light of these principles, whether there should be any change in that pattern, whe-

ther any new types of institutions are desirable and any modification should be made in the present arrangements for planning and co-ordinating the development of various types of institution."

This committee was unique in its own kind. Before this committee there was no other committee which could lay down or frame the principles to be observed in the field of higher education keeping in view the national requirements which were necessary and long future. This committee had to advise the Government in matters of education for inmediate and long future.

This committee declared the following objectives for the management of balanced higher education.

1. Instruction in skills necessary to play a part in the general division of labour.

2. The aim of producing cultivated men and women must be more important than the creation of mere specialists.

3. The search for truth and the advancement of knowledge must always be one of the important function of higher education.

4. The function of transmitting a common culture and common citizenship is fundamental.

In short, we can say that the Robbin's Committee recommended that new aims should be put before the people keeping in view the circumstances created by the progress of Science and Teachnology, besides carrying out the traditional aims.

Equality of opportunity in Education

Robbin's report laid down the principle that higher education should be made available to all those persons who wanted to avail of this opportunity and who can be benifited by it. It also suggested that individual achievements should be recognised. It declered that we have to make full use of the available talent in the country so that we can compete favourably with other progressive nations of the world in the light of changing social and technical circumtances.

Free development of Institutions

The report accepted that there could be difference in the standards of different institution, but instead of bringing such institutions to an end, they should be encouraged to attain higher standerds. The principle of free development of institutious should be maintanied as it is. They should be left free to carry out new experiments.

"Existing institutions must be free to experiment without limitations except those which safeguard their essential

functions..... There must, however, be some co-ordination, commonly accepted principless of policy, and organisation for reasonable allocation of the resources."

The report recommended that there should be an organisation consisting of institution of higher education, which should lay down a policy to carry out new experiments and co-ordinate their activities. Without co-ordination and unanimity, the level of higher education cannot be brought up to a satisfactory standard. The report also recommended that a system of education must maimtain cartain standard.

Recommendations regarding Curriculum

The attention of Robbin's Committee was also drawn towards the defects in the curriculum. The committee recommended that first degree course should be of four years duration, because if this period is reduced, the burden on the student increases. The incrase in duration is also necessery taking into account the addition of new courses of study in the carriculum.

Regarding post-graduate courses, the committee recommended that at this stage emphasis should be laid on specialisation.

During their investigations, the committee found that not more than twenty percent of the students are anxious to go in for post-graduate studeis, while the remainig eighty percent of them drop out and engage themselves with their own work. Keeping in view the requirements of the nation and the country, this number is very small. Therefore, in order to make the post-graduate studies more attractive, there should be diversification in the courses of study at the post-graduate level. Financial help should be provided to such needy students who may be worthy of it and may get attracted towards it.

The committee also recommended that under-graduate courses of study should not consist of four years duration, but in its place, the post-graduate course should be made more attractive and the students should be encouraged to go in for it.

The committee also made an important recommendation that natural consultation should be carried on by the universities at regular intervals so that addition of new courses and their revision could be put into practice simultaneously.

Raising the Standared of Teaching

Robbin's Committee estimated that the number of students who would go in for higher education would go up to five hundred sixty thousand by 1980. Facilities of education should be provided keeping this number in view.

Some Universities have a very high level of teaching and most of the students want to go in for study there. The result is that some of the Universities are over-crowded while the rest appear to be empty. This needs reformation in the standard of teaching. No doubt the standard of teaching should be kept at a high level but the standards of empty Universities should be raised so that they may be in a position to compete with others.

Future Development

Some recommendations of Robbin's Committee have already been discussed. We give the remaining recommendation in the following :—

1. There should be some type of contact between the institutions of higher studies and schools, so that the guardians of the students may be able to get proper information. The records of the schools should be kept in such a manner that they may be used with advantage in future. The committees of teachers should also be consulted.

2. Constant attention should be paid on the problems faced by the students facing them on the occasion of the admission and after.

3. There should be mutual discussion and consulatation among the teachers of the schools and higher education, so that revision of books and courses of studies may be a continuous process.

4. Researches should also be carried on the problem of revision of courses of study.

5. Analysis of the first degres courses should be made at regular intervals so that any deficiency may not be left in the education of students.

6. At present the percentage of students going in for higher education from under-graduate education is only twenty. Efforts should be made to increase this percentage to thirty.

7. Keeping in view the needs of the futuer the education should be made of ten years duration.

8. The pay scales of teachers of different institutions should be similar.

9. The teachers should be provided with adequate research facilities.

10. Facilities of part-time education in higher education should be provided.

11. In some universities, the teaching should also be carried out by the post-graduate students.

12. Teaching and Research are supplementary to each other. Therefore research should not be confined to the boundaries of the research institutions.

13. There should be close contact between the teachers and the students of the university so that the latter may be able to get personal auidance from the former. The work of the student should be discussed so that he may be able to find his faults and rectify them.

14. Some universities had a policy not to allow a certain percentage of students to get through the class. They also had a policy to allot a certain percentage of students a crrtain division. Robbin's Committee objected to this policy and opined that each university should try to decrease the percentage of failures.

15. The committee accepted the importance of the "Committee of Vice-Chancellors" but suggested that their work-load should be decreased. This committee should reformed and made more broad-bassed. It suggested that the chief administrators of the university and the teachers selected by the Senate should represent the Vice-Chancellors.

There are the recommendations of the Robbin's Committee and it is clear that in England, the work of future development in Education is going on with the present fulfilment of the needs.

Administration of the University

It has already been stated that the Universities of Great Britain are autonomous bodies and are independent of the external or Governmental interference in their activities and administration. The whole frame work of administration is of their own making. The administration of the university is carried out by two committees. One of them is known as Senate, Geverning Council or Governing Court, while the other is known as Executive Council.

The Senate has a very great hand in the administration of the university. It lays down the policy and programmes of the universities. The Executive Council of the university carries out the policies and programmes of the Senate.

The Government is authorized to frame any law, issue any ordinance or order for any inspection, but such situation is not allowed to arise because the Central Consultative Council is represented by all types of institutions.

Through the University Grants Committee manages for the finances of the universities, but delays could be caused by the treasury of the Government. But the universities do not have to face such situations on account of their democratic and autonomous structure.

Robbin's Committee has also suggested that whole work of the administration in connection with higher education should be handed over to a Grants Commission founded on the principles of University Grants Committee. This Commission should have sufficient representation of the Government Officials.

In reference to this administration of the university, a demand by the stubents has been made that they should also be associated with this job. The Committee of Vice-Chancellors have paid its attention to this demand and it is expected that some students would be associated with the administration of the university in near future.

Sources of Income of the Universities

The following are the sources of income of the universities in England :—

1. Income from Endowments.
2. By the Goveenment through the University Grants Committee.
3. Grants by the Local Bodies.
4. Fees paid by the students.

Financial aid to students

Fees are payable and paid by the students studying in the universities of England and Wales, but it has also been arranged that a competent and needy student may get financial aid from the university. With this end in view most of the universities have arranged for the award of scholarships and about seventyfive percent of the students get this help in some form or the other. The following are the sources of income for the award of scholarships :

1. Local Bodies. In this connection it is worth noting that the scholarship from this source are awarded on the basis of the results of General Certificate Examination.

2. University.

3. Some students manage to get scholarships from the education development in addition to the University.

4. Context: The Ministry of Education carries out country-wide contest for the award of scholarships national in character.

5. By Scientific and Industrial research institutions, which gives scholarships in Mathematics, Sciences and Technology to carry out post-graduate students and research.

6. The Ministry of Education offers scholarships for studies in human or biological sciences.

7. Some Educational Trust offer scholarship to the students directly and through the universities, *e. g.* Carnegi Trust helps the students of the Universities in Scotland.

Below we give an account of the number of teachers and students of the universities of England, Wals and Scotland during the sessions 1965-66 and 1970-71. The year when the university was founded is also given in brackets against the name of the University. This table will also clarify how the number of students and teachers has increased during this period.

Strength of Teachers and Students in British Universities with their years of foundation (in Brackets)

Universities of England

	Session 1965-66		Session 1970-71	
	Number of Teachers	Number of Students	Number of Teachers	Numbe of Students
1. Oxford	1220	9824	1544	11073
2. Cambridge	897	9823	1232	10720
3. Durham (1832)	374	2508	417	3394
4. London (1836)	3004	31696	6414	33161
5. Manchester (1880)	957	7273	1416	8320
6. Birminghum (1900)	742	5797	1265	6785
7. Liverpool (1903)	880	5967	886	6613
8. Leeds (1904)	1131	6801	1266	6291
9. Sheffield (1905)	618	4662	725	5744
10. Bristol (1909)	620	4718	895	6238
11. Reading (1926)	345	2556	649	4917
12. Nottingham (1948)	400	3750	698	5199

13.	Kiel (1950)	148	1138	284	1863
14.	Southampton (1952)	367	3040	524	4381
15.	Hull (1954)	372	3075	484	3943
16.	Extor (1955)	248	2429	390	3387
17.	Leicester (1957)	278	2285	359	3364
18.	Sussex (1958)	226	2132	507	3629
19.	York (1963)	100	607	293	2411
20.	East Anglia (1963)	104	807	298	2700
21.	New Castle (1963)	600	4750	935	5869
22.	Lancaster (1964)	96	770	364	2784
23.	Essex (1965)	68	402	205	1935
24.	Kent (1965)	64	456	311	2251
25.	Warwick (1965)	61	436	285	2038
26.	Easton (1966)	—	—	436	3226
27.	Bradford (1966)	—	—	415	3461
28.	Boonel (1966)	—	—	243	1744
29.	City (1966)	—	—	308	2383
30.	Salford (1967)	—	—	444	3412
31.	Surrey (1966)	—	—	285	2383
32.	Baath (1966)	—	—	260	2187

33.	Lanfbroh (1966)	—	—	302	2538
	Universities of Wales				
34.	Every sevith (1827)	384	2116	353	2587
35.	Cardiff (1833)	308	2783	489	3597
36.	Bangor (1884)	242	2042	375	2450
37.	Swansi (1920)	282	2671	456	3475
	Universities of Scotland				
38.	St. Andrews (1411)	516	3747	274	2577
39.	Glassgow (1451)	963	7671	1341	7969
40.	Eberdeen (1494)	624	4125	704	5360
41.	Edinburg (1582)	720	8000	1389	9368
42.	Streth clyde (1964)	555	4502	717	5356
43.	Harlott Watt (1966)	—	—	200	2285
44.	Dundee (1967)	—	—	438	2527
45.	Sterling (1967)	—	—	174	1137

POINTS FOR REVISION

Establishment of universities in Great Britain as autonomous bodies is the result of the proclamations of the Royal Charter. Formerly the universities did not take any financial help from the authorities of the Government, but they now need money to carry out scientific research. This money is made available to them as grants through the University Grants Committee.

The universities of Oxford and Cambridge are considered as ideals in England and Wales. Other universities try to carry out the ideals set up by them.

The following are the essential features of the universities of Great Britain :

1. Admission test is compulsory.
2. Each university is famous for the teaching of certain subjects.
3. Almost all the universities are co-educational.
4. Generally the first degree course is of three years duration.
5. Each academic year consists of three terms of eight weeks each.
6. Most of the universities are residential.

University Grants Committee has been established by the Government to help the universities finiancially.

The report of Robbin's Committee occupies and important position in higher education.

Administration of the Committee is carried out by two committees known as Senate and Executive Council respectively.

There is adequate arrengement for the award of scholarships to the students by almost all the universities.

Teachers and students are always in contact with each other.

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CHAPTER XVI

THE OPEN UNIVERSITY IN ENGLAND

Q. 1. What do you understand by 'Open University' ? Discuss its importance.

2. Give an account of the current views on 'Open University' in England. Evaluate the utility of such universities.

3. Give your own views on 'Open University' in India.

BACKGROUND

In the month of February 1966, a 'white paper' named 'A University of the Air' was published in England. This paper gave an outline of the possibility of opening 'Open University' in England. In September 1967, a planning committee, headed by Sir Peter Venables, State Secretary of Education and Sceince, was formed with the following aim.

> "To work out a comprehensive plan for an Open University as out lived in the white paper of February 1966, 'A University of the Air' to prepare a draft Charter and Statutes."*

In this report the planning committee clearly analysed the aims of the Open University and accepted the fact that, by and large, the citizens have not received and opportunity to get proper and suitable education. Higher education is not a social right of some people only, but it is a fundamental right of all persons. By making observation on a large scale among the adults in Open University it was concluded that such institutions will be welcomed warmly.

In the year 1966-67, about one hundred thousand people applied for admission to Open University, of whom about only a half could be admitted. About twenty thousand applications were of these candidates who did not satisfy the minimum qualification. About thirty thousaud applicants, admitted to the University, were eager to get some degree from the University. These persons belonged to that category who could not get admission in any university under normal circumstances and could not get any degree. In June 1969, Government recognition was granted to the Open University as an independent and self-sufficient institu-

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*Open University Planning Committee, the Open University (H. M. S. O. 1969) p. 1.

tion. The minimum age for admission to this university is twenty-one years. In January 1971, about twentyfive thousand students were on rolls of this University.

Notion of Open University

Open University is acting as a part and parcel of the society. Its aim is to provide experience of university education on a large scale to the people belonging to different categories. The following argument is being given aganist the present system of University education :

> "Since the field of knowledge is expanding very rapidly, therefore the present students of the university will have to come to the university again to get further knowledge, because, with the passage of time, their knowledge will become out of date due to development of knowlege."

The statement is true and therefore the problem is to make the knowledge upto date and this job can be done be specialised institutions, specially established for the purpose. But there is some doubt regarding the success of the Open Universities in this programme of reorientation of knowledge.

If we divide the programme of the reorientation of knowledge in two parts, then the part played by the Open Universities can become clear to some extent.

(*i*) Intellectual reorientation of knowledge

(*ii*) Professional refresher course.

The role of the Open Universities is important in the field of professional refresher course. Though the medium of these universities contemporary professional knowledge can be imparted to the people desirous of it in their own field. With aim in view, these people have no necessity of going the traditional universities or training centres at regular intervals to refresh their knowledge.

What is Open University

The education in Open Universities is not confined to the four walls or campus of colleges. These universities have no geographic region attached to them, and this is the reason why the name 'Open University' is given to them. In such universities, the teaching is imparted by the assistance of radio or television or local tutorial groups. Under such circumstances, the field of the education becomes very large and extensive.

Regarduig teaching techniques of the Open Universities, it has been remarked by the planning committee that the radio is a powerful medium of such education. Therefore, the services of efficient teachers and experts can be made available to the people concerned. Some written work should accompany the teaching work,

and the only way available to achieve this aim is the tution by correspondance. In Russia, more than fifty percent of higher education is imparted by corraspondance. Special attention was paid toward this fact by the report of the committee.

In the Robbin's Report of 1963, great importance was attached to teaching by correspondance and the services of television as an aid to this education were emphasized. It was also suggested in the report that such experiments should also be made by the British Universities.

Teaching Technique of the Open University

Venables Committee on Open University tried to collect various modes of imparting teaching, *e. g.*, teaching by radio and television, correspondance courses, specially programmed text books, group discussions, part-time face-to-face teaching *etc.*

The concept of the Open University is based on the important facts of the special requirements of modern society and adult education. People of the society are more inclined to accept visual extension programmes. It has become a habit with the people to see television. It is a powerful medium of entertainment and broadcasting of information. Broadcasting of programmes on the television by experts can be a very powerful method. In programmes for adults the people who have attending the programme is usually very large. Generally, a person has to go for studies after working at his business for the whole day. He has to travel some distance for this purpose and go back to home again. Since he gets tired, it is not possible to devote full attention to his studies. Correspondance courses together with television teaching reduce the factor of tiredness to some extent. This also reduces the percentage of those persons who discontinue their studies after a short time.

Administration of Open Universities

According to the Government proclamation of 1969, Open Universities are independent and self-administered institutions as other universities are. To maintain their standards as other universities do, and to accord recognition to their degrees, the Venables Committee laid sufficient stress on their administration and suggested that very competent and efficient persons should be associated with the job. Prof. Walter Perry, Vice-Principal of Edinburgh University at that time, was appointed as the first Vice-Chancellor of this University in January 1969. Two other officers were appointed to carry out simultaneously different jobs. They were :—

(*i*) Director of Studies for Home Tuition and correspondanee services.

(*ii*) Director of Studies for Local Centres and Tutorial Services.

According to the report of the Planning Committee the object of the appointment of these officers was:

> "To provide the necessary expertise in the Educational Technologies Associated with specialised course design, with correspondance tuition, with Radio and Television broadcasting, with the special problems of adult education, and with the problems of programmed earning and of the assessment of student performance."

Sufficient full-time teachers cannot be appointed due to huge number of students, therefore a large number of part-time teachers were appointed to go through the written work of the students and to solve their problems regarding the studies. These teachers were mostly appointed from Staff College of Education, technical colleges, polytechniques and other traditional universities.

Curriculum of Open University

It was arranged to provide general degree and honours courses in the Open University. The success of a student in the curriculum is determined by the number of 'credits' obtained by him. It is compulsory to obtain six credits for a general degree and eight credits for the honours degree. The minimum duration of obtaining a general degree is four years. The university can award a certificate when the student obtains one credit. This certificate can be obtained by all those students who succeed in the continuous and final evaluation.

There is also an arrangement of basic courses of study which has to be covered by all the students wanting to study further. One credit is awarded on completion of one basic course of study. It is essential io obtain two such credits. Basic courses of study are in the following subjects:

1. Understanding Science.
2. Mathematics.
3. Understanding Society.
4. Literature and Culture.

These besic courses are in accordance with degree courses, *i. e.*, Science, Technology, General Science and Art *etc.* After studying these basic courses, a student studies deep and extensive subjects according to his choice, For example, after studying basic course in Mathematics a student can study Pure Mathematics, Statistics, Computer Science in detail.

Utility and Importance of Open University

The contribution of Open University to make education available to general public is very important. It is also helpful in the expansion and extension of knowledge and education. Its role in the field of Adult and Social Education is praiseworthy. A great deal of economy is possible by such universities in the national labour for imparting professional refresher courses. Simultaneously industrial and professional efficiency can be increased by such universities.

In India such universities are greatly needed to expand education and to make it an end not the means.

POINTS FOR REVISION

1. The possibility of establishing Open Universities was examined as a result of the White Paper published in 1966. This University was established in 1969 according to the outline given by the committee headed by Sir Peter Venables in 1967.

2. The role of Open University is very important with a view to gain current knowledge and refreshing of professional courses.

3. In the Open University, teaching is imparted by the medium of correspondance, Radio and Television. Written work accompanies the teaching work.

4. The assistance of experts, efficient and competent teachers has been taken to make Open University Education successful and affective.

5. General and honours degree courses are carried out in the Open University Education. To get success in these, the number of credits to be obtained is respectively six and eight.

6. In order to get admission in degree course it is essential to get through in at least two of the basic courses of study.

7. Open University is a new attainment in the field of education. In the expansion of education, specially in the field of Adult Education and Social Education, a great benefit and encouragement will be attaincd.

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CHAPTER XVII

TECHNICAL EDUCATION IN ENGLAND

Q. 1. Discuss the development of Technical education in England.

2. Analyse critically the recommendation of the report of Robbin's Committee on the Technical education in England.

3. How is Technical education in England administered ? Diseuss.

Extensive and well-administered technical education is very necessary for industrial efficieney. This principle was accepted in England at a very late stage. We come to know of the steps taken in imparting technical education through those acts which were passed by the Government from time to time. In the field of industrialisation during the middle of nineteenth century, Germany and Uuited States of America challanged the supremacy of England and got success in it.

Act of 1889

The Government of England came to know of the end of its supremacy in 1889, because no Act was made by it earlier.

In 1889, the Government passed Technical Education Act, which was based on the recommendation of the Royal Commission of 1884. This was the first effort on the part of the Government on national level for the technical education.

According to this act, the authorities of the County Councils and County Borough Councils (established under the Local-Self Government Act of 1888) were authorised to arrange for technical education, or to give their help in its expansion and spend money collected as Local taxes. Consequently financial aid was provided out of the money collected as Customs and Excise taxes, *e. g.* the income derived from the taxes on liquor and wines was spent on the technical institutions.

During the next twelve years there was sufficient progress in technical education. In London alone twelve technical institutes were opened while thirteen more were established in different countries. More than hundred schools of Science were also established.

Evening schools were also opened which imparted elementary techs niqucal edacation. The number of students increased six time within ten years.

Blocking of Progress

In 1902, the progress of technical education came to a stand still suddenly. The Board of Education and the local bodies paid their whole attention towards the expansion of secondary education, and technical education was neglected. For eleven years recognition was not accorded to junior technical institutions, and for about sixteen years no building grants were given to the Senior technical institutions.

The necessity of technical education was begun to be felt due to the First World War of 1914-1918. Whatever was done during the war for technical education was insufficient. However, good progress was made during 1919 to 1939, but in 1939 it was realised that the pregress was not satisfactory taking into consideration the necessity of the circumstances.

Major part of the work of technical education was done in extra hours in the form of business in the evening. This was possible due to the personal efforts encoureged students. A big plan was prepared to impart technical education just before the outbreak of the Second World War, but it could not be implemented since the intervened. Still some technical colleges were opened. In 1938, about one hundred fourtynine institutions of technical education existed, Out of these twelve institutions had their magnificient buildings with most upto date facilities. Other Technical classes were being held in about six thousand buildings.

According to H. C. Dent, the administration of technical institutions of those days can be classified as follows :—

1. Junior Technical Schools

In those days boys between the age of twelve and fourteen years were getting education as full-time day students in Junior Technical Schools. All these students had come from elementary schools and their courses of study was of two or three years duration. The syllabus consisted of general education but its basis was engineering, industry, mercantile or similar occupatious. There were about twentynine thousand students in two hundred thirty schools in the year 1938.

2. Junior Art Department

There were about two thousand and five hunred students in fortyone schools in the year 1938. Their courses of study was similar to Junior Technical Schools but its basis was commercial Art.

3. Day Continuation Schools

In the year 1918, there were thirtyeight private schools, thirtyone schools provided by local bodies and seven schools provided by commercial institutoins. One of the main schools of this type is in Rugby which was founded in 1918 under an Act passed by the Parliament of England.

4. Part-Time Day Classes

In these schools, the students were provided by the employers owning industrial concerns. The education was provided to persons between the age of fourteen and eighteen years. Some of them were adults as well. The number of students in 1938 in such schools was about fortyone thousand and fiye hundred.

5. Senior Full Course

This course of two years duration. Students used to have their ages between sixteen and nineteen and they used to come after leaving secondary schools. In 1938, there were about two thousand students in three hundred seventysix schools of teehnical and commercial courses and about five thousand in art classes.

6. Junior Evening Classes

In such schools, the course of study was of two years duration and boys lying between the age of fourteen and sixteen years used to study. The term of study was from September to March. Classes were held thrice n weak in the evening for two hours. All the students of these schools used to come from elementary schools. The courses of study included languages, mathmatics, physcal instruction *etc.*, together with elementary teaching of technology, commerce and home-science. About one hundred twentyfive thousand studants used to take admission every year and about one third of them used to discontinue their studies after one year.

7. Senior and Advanced Evening Classes

These were the chief sources of technical education. They had arrangement for teaching of almost all the technical subjects. About one million students used to receive education in these institution in 1938.

Thus it is clear from the above that the development of technical education was going on with a great speed during the year 1938. During the Second War in 1944, a committee was appointed under the Chairmanship of Lord Purse to consider the needs of technical education. In its report, the committee suggested that the country would have to pay special attention to the use of scietific experiments in the field of industrialisation, if it wanted to have a specified place in the eyes of industrially developed countries.

Barlow Committee

Consequently a committee was appointed under the Chairmanship of Mr. Barlow. The committee started its investigation in 1945 as to how the assistance of scientists can be taken to develop England and Wales industrially and technologically.

National Council

In the year 1948, a National Council was founded for the teaching of technology and commerce. This council advises the Government and Minister of Education from time to time There are other similar committees to advise the local authorities in the matters of technology and industrialisation. Thus it is clear that committees have been formed at different levels to advise councils and the committees in the development of industry and technology.

Future development of Technical Education

In 1950, a report on the development of higher technical education was published by "National Advisory Council on Education for Industry and Commerce". In this report special emphasis was laid on the extension of the technical education and reforms in the related institutions. In 1951, this Council published a White Paper known as 'Higher Technical Education in Great Britain' in which it was remarked that the member of students increased from five thousand two hundred eightyeight in 1938-39 to ten thousand nine hundred thirtythree in 1949-50 at under-graduate level. At post-graduate level also, the number of students was more than doubled from sixty hundred sixtytwo to one thousand five hundred thirtynine.

In 1956, another White Paper was published by the Ministry of Education on technical education in which it was planned to increased further the number of students by about fifty percent. A circular was also issued by the Ministry of Education in the same year, in which an outline of four types of technical colleges was laid down:

(*i*) *Local Colleges*: These college after national certificates and have part-time courses of study.

(*ii*) *Area College*; These college also have part-time courses study and also give technical education of some higher level. The students get national certificates and diplomas from these colleges.

(*iii*) *Regional Colleges*: These colleges impart education of degree level.

(*iv*) *Colleges of Advance Technology*: As the name itself indicates, these colleges provide education of post-graduate level.

Institutions for Technical Education

In Great Britain there are a number of technical institutions which enjoy international reputation some of them are :

(*i*) *Imperial College of Science and Technology*: This college is associated with the University of London.

(*ii*) *Royal College of Science and Technology*: This college is situated at Glassgow and provides Scientific and Technical education of high standard.

(*iii*) Manchester College of Science and Technology.

(*iv*) College of Advanced Technology ; Birmingham.

(*v*) Lauf Borough College of Technology.

(*vi*) Wales College of Technology, Cardiff ; *etc.*

On the basis of the standards of technical colleges given above it can be said that a number of good colleges have been established in England for the development of technical education and its extension.

Curriculum

Though Great Britain is a tradition-loving country but one of its essential qualities is flaxibility according to the needs of the circumstances. This quality has also found its place in the curriculum of technical education. As the occasion arises, changes take place in the courses of study. There are several type of courses in technical education as well and on their basis degrees and diplomas are awarded. The courses of study has been framed in such a manner that a man can study while working at his job.

Degrees

First degree on technical education is available from the universities of Great Britain after covering a course of three or four years. The degrees awarded are Bachelor of Edgineering, Bachelor of Technology or Bachelor of Materiology. Certificates and diplomas are also awarded.

Certificates and Diplomas

There is provision of National Certificate of Technical education in England. National Certificate is awarded to those persons who go in for study while working at some industry.

For a National Certificate of general character, a study period of three years necessary. A period of study of two years more is devoted for National Certificate of a higher standard. A person of the age between sixteen and seventeen years, having got a practical experience of five or six years at some commercial or technical establishment, can get a National Certificate as a part-time student.

National Certificate is equivalent to the first degree of the technical education.

A person, who has devoted a period of two years as a full-time student in any technical institute, is eligible for a National diploma. However, some students take admission in some technical institute directly after passing Higher Secondary examination and study as part-time student.

In England, only the National Council is authorized to award diploma in Technology.

In fact the aim of awarding certificates and diploms is to provide facility to those who go in for attainment of higher knowledge as part-time students ofter passing higher secondary examination. To encourage such students, provision of Scholarships has been made. The Government provides financial aid to those students who need it. The scholarships are also arranged by the authorites of the local bodies. The Ministry of Education provides more than two thousand scholarships on the basis of open competitions.

Apprentice-ship

The arrengement of apprentice-ship is mainly for those studets who have passed higher secondary examination. A higher secondary pass student can become an apprentice of some industrial undertaking because his age nears about seventeen or eighteen years. Compulsory education is upto fifteen years of age and he cannot become apprentice at this age. The minimum age for an apprentice is sixteen years.

A special programme has been made for apprentice students and this special programme is known as 'Sandwich Course'. Salary is also paid during the period of apprentice-ship. The salary for the period of study has also to be paid by the owners and employers. In fact, the plan of apprentice-ship has two bases :

(*i*) Work-based : Based on work.

(*ii*) College-based : Based on College.

In college-based apprentice-ship the salary for the period spent in the college is not paid.

Sandwich Course

This programme *of technical education* is for a sort period, only. An attempt is made to provide maximum knowledge in a very short period. Students attain the principles of knowledge in the Colleges and the practical knowledge in the industrial estahlishments. Simultaneously an arrangement is made to provide synthesis between the theoretical and practical knowledge. For examle, in the University of Glassgow, a students spends half of his tmie in

theoretical study of engineering subjects and the remaining half of time in getting the practical knowledge at some industrial eslablishment. The aim of stadwich course remains incomplete without attaining systhesis in theoretical and practical knowledge of the subject.

Full co-operation of industrial establishments is always available in carrying out the scheme of apprentice-ship in the field of technical education. There is full possibility of synthesis between theoretical and practical knowledge of large industrial establishments, but the same is not so true of small industrial establisments. This deficiency can be removed by making some arrangement at the college level.

Robbin's Committee

Robbin's Committee was formed to consider the administration of high level studies in technical education. This committee considered the whole matter and reported how reform could be brought about in the high standard of education imparted by the universities.

The committee suggested that students of high intelligence should de attracted towards technical education. There was a reason behind this suggestion. During its investigation the committee came to know that students with high intelligence used to be attracted towards sciences; besides this fact another reason was that the number of students in Great Britain getting technical education was smaller than some other industrial nation of the world. For example, the percentage of students obtaining first degree in Science and Technology was 68 in Germany, 65 in Canada, 49 in U. S. A and only 36 in Great Britain. To remove this backwardness it was necessary to attrack better and more students towards science and technology.

The following are the chief suggestions of Robbin's Commit tee :

1. Development of Pot-graduate education of Science and Technology should be done intensively.
2. Maximum arrangement should be made for research facilities in Science and Technology.
3. A number of institutions should be estabished for providing teaching and research in Technology.
4. A close relationship should be established between higher technical teaching and research and Government research institutes so thatcomplete synthesis prevails in the two fields.
5. Some higher technical colleges should be established so that they may become technical universities and they

should be entitled to award degrees, diplomas, certificates and tittles.

6. University Grants Committee should provide these institutions sufficient financial grants.

The Council for National Academic Awards

In 1955, the Ministry of Education had established a National Council for Technical Awards (N. C. T. A). This council used to award technical diplomas which was considered equivalent to an honours degree on the suggestions of Robbin's repot, the National Council for Techncial Awards was amalgameted with the Council for National Academic Awards (C. N. A. A). In 1964, C. N. A. A. succeeded in getting the Royal Charter and it was declared an autonomous body of the Council. In the field of technical education, this Council awards honours and general degrees, which is considered equivalent to the degrees of the Universities. In 1969, there was arrangement of teaching of the curriculum of C. N. A. A. in about fifty institutions which included Polytechniques, College of Technology, College of Commerce and College of Education. In September 1968, the number of full-time, part-time and Sandwich Course students was about sixteen thousand.

In 1966, a White Paper was placed in the Parliament by the department of Science and Education. The heading of White Paper was 'A plan for polytechnies and other Colleges'. In this report, special emphasis was laid on the reforms and the possibilities of the technical education.

Dainton Report 1968

In 1965, a committee, with Dr. F. S. Dainton, Vice-chancellor of Nottingham University as Chairman, wes formed with the aim 'to examine the flow of candidates in science and technology higher education'.

The committee submitted its report in 1968. Several suggestions have been given in this report to develop technical education and these suggestion have to carried out by the end of 1973.

Thus, we see that continuous efforts have been made in Great Britain to develop the technical education. Still this country lags, behind United States of America and Union of Soviet Socialist Republic in this field, and efforts are still continuing to remove this backwardness.

POINTS FOR REVISIONS

For technical efficiency, an extensive and well-administared technical education is an essential condition. This fact was realised in Great Britain very late. First of all the Technical Education Act was passed by the Government in 1889. Under this Act, the

County Councils and County Borough Councils constituted under the Autonomous Administration Act of 1888, were authorised to arrange and manage the affairs of technical education.

The First World War attracted the attention of the country and its people towards the importance and necessity of the technical education. In the year 1938, tweleve out of about one hundred fortynine institutions were set up for the purpose with magnificient buildings and upto date facilitate.

There are a number of internationally known technical institutions in England.

Robbin's Committee was constituted to consider the affairs of high level education in Technology. This committee suggested that talented students should be attracted towards the technical education. The committee found during its investigation that highly talented students were more attracted towards science as compared to technology. Other suggestions of Robbin's Committee were as follows :

1. There should be intensive development of the teaching of Science and Technology at Post-graduate level.
2. Arrangement should be made for researches in Science and Technology.
3. A number of institutions should be set up which may impart teching of Technology and conduct researches at University level.

The 'Council for National Academic Award' was set up some time later. This added a new force in the expansion of technical education.

In 1965, another committee, headed by Dainton, was constituted, to study the attitude of the students towards technical education. Its report was published in 1968. The suggestions given in this report are very significant.

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EDUCATION IN UNITED STATES OF AMERICA

CHAPTER I

CHARACTERISTIC FEATURES OF AMERICAN EDUCATION

Q. Describe briefly the system and pattern of education in America.

Or

What are the chief characteristic features of American education ? Discuss fully.

"From the first days of independence the Constitution of the U. S. A. excluded education from the purview of the Federal Authority. The fear of Federal encroachment on the autonomy of the States was specially strong in the South and among religious communities in all States. Each State was left to own educational system, and although many States have included in their Constitutions the provision of education, in fact they relegated the obligation to the local authorities. Local administration in education is a historical tradition in America established by the first settlers. Isolated small communities, surrounded by hostile nature and fierce native Indians, clung to their village as the centre and origin of all legislative and cultural measures, homogeneous in social status and religious beliefs, identifying their local church with their communal representative in a miniature theocratic State, these settlements quite naturally administered and maintained their school. In the later period of frontier life the local unit of administration was best suited to the needs of the pioneers with the increase of population and consolidation of the States into well-ordered large legal communities and abjustments to new conditions was necessary. But all attempts of various States at centralization of educational administration were met by the strong opposition of Local Boards, which valued their right of oppointment of teachers, suitable to their beliefs and prejudices. The churches, both Catholic and Puritan, supported local independence as a safeguard against the

secularizing encroachment of the State. Thus, in spite of a complete change of social an economic conditions the local unit of school administration survied until now as the typical feature of America. "

"Education System of the U. S. A."
—*Prof. Nicholas Hans.*

Education and social needs.—Education of a country is very much governed by its social needs. U. S. A. is no exception to it. If we want to have a clear picture of education of America we shall have to know about its culture, its civilization, its socio-economic needs, vocational traditions and the changes brought about there. Europeans have contributed a lot to the education of the country. Now it is recognized as the most developed country of the world. It has a population of over 150 million and an area of about 3,022,387 square miles with a density of population of about forty-nine people per square mile.

Education for a New settlement and new country.—U. S. A. is a new country as compared to England, France, Soviet Union and other democracies of Europe and Asia. This country came into existence after its discovery by *Columbus* who had set out on his voyage to find out India. Since the discovery people of Europe started settling down. Most of the person living in America are settlers of European countries. Since the inhabitants of this country are Europeans, its culture and civilization is also of the same type. The culture of Europe continued to transform itself according to needs and requirements of this new land. With the change in the requirements of the environment the pattern of education continued to change.

In the early days of European settlers here, the education, even of the elementary stage, was pretty costly. It was limited to privileged class. It was not limited to that class on account of any other reason but on account of economic reasons. Very few people could afford that education on account of its heavy cost. This education was aimed at providing the three Rs. to the students. Like the countries of Europe it was confined to the upper class of the people who had to take up administrative jobs in future life. Many of the settlers wanted their children to be educated in Europe and so rich settlers, specially of the Southern States, sent their children for education to Europe.

Education in America in 17th century.—In the 17th century certain institutions were started by certain individuals for imparting education beyond the elementary stage. Since these institutions were proprietary in character they offered education only to a class of people. It was during this period that famous colleges like *William College* and *Mary College* was started.

Education in Massachusetts.—Since the beginning of the American history we find that *Massachusetts* has been quite progressive in the field of education. *In 1647*, it was provided by law that facilities for education shall be provided in almost all the cities of the State to the boys and girls, according to their social needs and requirements. It was also provided that in the cities having population of less than hundred families, there shall be elementary schools and in the cities where there are more than hundred families, there shall be *Latin Grammar Schools* as well. In other words this law also made the people at large responsible for the education.

Indigenous System of Education.—It was quite natural for a country, which had settlers from Europe, to have the pattern of European elementary education. With the change in socio-economic requirements, the pattern of education also changed. In order to meet the social requirements of America, a new system of elementary education was born here. This system may be called the *indigenous system* of American education. This system of education is *based on the principles of Equality and Democracy*. There is no distinction of rich and poor in this system. It is based on the principle of *universal education* as is in India. It has been provided through law that boys and girls of a certain age shall be admitted in the schools and they shall continue to be in schools unless the grow capable of handling their responsibilities. No discrimination of class, creed or caste is to be made in this regard.

Education according to social requirements.—In America, States were established who took upon themselves the responsibility of education. Since education was the responsibility of the local administration, the education developed according to local socio-economic needs and institutions were established. The responsibility of running the institutions and bringing about expansion in the field of education was left to the people. With the increase in population, educational facilities continued to develop. With the growth in population sometimes it was felt that certain areas were left behind in getting educational facilities. In order to meet these requirements certain School Districts were established. All this was done in order to provide education to the people at large.

Education in America since 19th century.—Beginning of 19th century brought about a revolutionary change in the field of education in America. In fact this century brought about a change in all aspects of the life of America. Change in education was only a part of the over-all change. It was during this period that *Second War of Independence* was fought. In fact it was nothing but a *Civil War fought to establish and rehabilitate the principles of Equality and Democracy*. With the beginning of this century, political, social, and industrial development started with leaps and bounds.

State administration got the opportunity and facility to run institutions for cultural and educational upliftment of the people at large. Certain States tried to centralize the educational facilities but their efforts did not bear any appreciable fruit.

State and the Education.—Certain States established '*State Boards of Education*'. Important citizens and members of the State Legislature used to be the members of such Boards. These Boards did play a vital role in the betterment of education. Here again the State of Massachusetts came first.

State Governments came forward with grants for putting up the school buildings. They also provided funds for better equipment of the schools and gave grants for improving the salary scales of the teachers.

Normal Schools were established by the States. These schools were opened in order to provide training to the teachers. This step was taken in order to meet the demand of expansion of education. In short, it may be said that individual as well as public schools grew in number.

Classical Education *vs.* **Liberal Education.**—Up to the middle of the 19th century, *Classical Education* was the order of the day. The main aim of this system of education was to provide to the students knowledge of Western culture and civilization. Literature and other subjects that they studied had their relationship with the West and Europe. Even the philosophy was Western in character. Up to the middle of the nineteenth century there was no provision for the teaching of scientific, technological and technical subjects in the schools. The economic condition of the country was also not very good. With poor economic conditions it could not be expected for the country to progress in education.

Classical education had no bearing on life. It did not help the American people to make progress in their vocations in any way. By this time the conntries of the world had advanced scientifically and technically. Science graduates were the needs of the hour.

Socio-economic needs for the scientific and technical education brought about a change in the pattern of classical education. Now *aristocratic eduecation yielded place to general education.* This move brought about a change in the curriculum and contents of education. Now new subjects were added in the syllabus. Scientific, industrial and technological subjects got their due. Institutions that had been established for certain privileged class of people were now opened to people at large. In order to alleviate the economic sufferings of the people, elementary education was made free.

Trend towards Nationalisatio n and Education.—By and by, the spirit of nationalisation overt ook the people of America. Industrial revolutions in England and France influenced the people of America as well. They also drew by plans for industrial progress and development. It was also f elt necessary to recognise the whole pattern of education, in order to meet these requirements. With this aim in view Engineering an d Industrial Education came into being.

General Education.—In a democracy it is necessary to have educated people. Unless there is universal education, citizens of a democracy would not be able to discharge their duties successfully. These citizens have also to be educated in accordanee with the technical and industrial requirements of the country. This need was felt in America as well and so changes were brought about in the American system of education. Education of Americans today stands on certain basic principles. These basic principles are the fundamentals of democracy. *Equality* is the cornerstone of the educational set-up of America. In this regard India has derived a lot from the experience of America.

Fundamentals of American Education.—American education is based on certain fundamentals. The fundamentals are nothing but the requirements of democracy. Any democratic country shall have to observe these fundamentals and mould its education accordingly. If America has done so, it has not done any thing new. Let us now have a glimpse of these base principles of American education :—

(1) To inculcate in the citizens the capacity to grow into successful world citizens.—American education aims at developing its citizens into successful world citizens. It tries to impart education and training in this direction. The content material of education tries to train the students to have "*self-realisation*". It is the natural urge of mankind to try to know about high and valued things of the world. The highest ambition of a man or woman is to achieve the highest place in life. American education tries to achieve this aim and direction. The main aim of the education of that country is to '*instil a curiosity for knowledge in the students*'. Students are also encouraged to develop thirst for knowledge of different sorts of things. Once thirst for knowledge has been created, it continues for the whole of the life. Ideas of such a man is bound to be good and effective. After maturity such a young man can be a successful world citizen.

(2) To develop the quality of co-operation in public jobs and social reconstruction.—Development of individual's personality is not sufficient for a democartic set-up. In a democratic set-up, young men are to be trained for public recons-

truction where education has to be based on the values of humanism and welfare of humanity. American education is based on the principles of *Humanity, Equality* and *Co-operation.* Young men who have respect for these ideals, shall pay due regard to the rights and privileges of other people. They shall themselves try to lead a happy and a peaceful life and *shall try to bring about a co-ordination between the spiritual values, and material values.* Such a thing can be done only through education based on the ideals of humanity, equality and co-operation.

In America, educationists believe that it is not only those students who deserve to be rewarded who achieve high marks but *those students who can do the maximum of public good, deserve all praise and reward. Labour intended for public good is the greatest achivement in the eyes of American education.* American student is trained to value social service and public good as the highest ideals and achievements. He is also trained to test his achievements on the basis of the principals of intellect and intelligence. Spirit of co-operation is developed in him and attempt is made to make him realise that co-operation is something worth valuing. All his acts are judged from the point of view of public utility.

(3) **Education as an instrument for vocational and economic progress.**—American education is designed to serve as an instrument for vocational and economic development of the student in his future life. In America there are several technical schools. In ordinary schools as well, technical subjects are taught along with general subjects. Those students who join technical schools decide to select a particular vocation. In these schools they acquiee efficiency in these trades.

Attached to certain schools are *Guide Centres.* These *Guide Centres* provide guidance and counselling to the students for their future life. They help them to select vocation according to their aptitudes. In America there are several facilities for vocational and technical education. These facilities not only encourage the students to take up these vocations, but also develop in them certain constructive aptitudes. Individual and social prosperity is not the only concern of the American education. It lays great stress on the economic prosperity of the nation. Education there is intendent to bring about further and better economic prosperity to the nation. It tries to develop this capacity as well.

(4) **Teaching of the Do's and Dont's of good citizenship.**—Today democracy does not mean democratic way of administration only. It means something more than that as well. *It means training the citizens in Do's and Dont's of a good citizens.* The American edcation aims at training the students to grow into successful

democratic citizens. From the very beginning, the students are trained to know about their rights and obligations as citizens. They are also trained to discharge their duties successfully as citizens. They are also trained in behaviour in a group and in society.

American educationists are of the view that it is necessary to train the students in behaviour in society and to develop a liberal outlook towards society. *This outlook should be based on values on humanity and moarlity.* They should be trained to realise that there is nothing personal or individual in a democratic set-up. There everything is social. If a person is indifferent, lethargic or indisciplined or if he does not co-operate with others, the society is bound to suffer. It is, therefore, compulsory for every citizen to realise her or his duties and to discharge them successfully. While working individually, a person should not forget about the necessities of others. This can be possible only if the students are trained from the very beginning.

(5) **School education is not sufficient.**—Training in good citizenship cannot be complete only with the school education. There are bound to be certain extraordinary students. There may be certain backward students as well. Both these types of students have to be provided proper education. Then only democracy can function properly. Schools should not only provide for the education of three Rs. dus they should also train the students in the art of citizenship. In order to achieve this task, certain programmes may be drawn up. These programmes need not be confined to the class room. They should aim at giving opportunity to the students to learn about the working of democracy, proper exercise of franchise and other allied matters.

(6) **Local control over education.**—In America *the Central Government has very little control over education. Education is a local concern and it is the local administration that runs it and controls it.* In other words it may be said that education is decentralized in the United States of America. Such a thing is very much democratic in spirit.

People are free to send their wards to any type of school they desire. Such a school may be religious, private or a public school.

(7) **No Theocratic education.**—In America education is secular. Religious instructions do not form a part of the curriculum, but they are certain institutions maintained by Churches and other religious bodies where religious instructions are given. Parants are free to send their wards to these schools.

(8) **No dualism.**—Unlike England and India, American education is free from dual control. There is no control of the Centre

on the education. In England we see that although *Local Authortiy* administers the education, finances are provided by the Ministry of Education. The Ministry of Education exercises certain other control as well. This is true of India as well. In India although primary education is the sole concern of the local bodies, but the finances are provided by the State Government and the Centre. Similarly, in the field of secondary education, we have both these agencies working. In higher education Centre plays a vital part. As already stated, in America it is not so.

(9) **Universal and compulsory education.**—In America education is compulsory up to a certain age and stage. Every guardian or parent has to send his ward to school at a certain age. These wards are released from the school only when they have grown up and have become capable of shouldering their responsibilities. Beyond this, there is no other national policy of education.

Portals of educational institutions are open to all the persons. *This is universal education in America* and it is natural as well. There *education for all the boys and girls between the age of 7 and 16 is compulsory.* In certain States, it is comulsory up to the age of 17 and 18.

In certain States there are Kindergarten Schools and it is binding on the parents to send the boys and girls of the age of 4 to 5 years to the schools.

In America, in certain States, education had been made free as well as compulsory about a century back. Later on, Law of Compulsory attendance was framed and so it was made binding for parents to send their wards to those schools. In the beginning this law was vehemently opposed, but by and by, people came to realise that it was in the interest of demorcracy and the nation.

In certain States *there is provision for free mid-day meals as well as free conveyance. Medical examination and treatment is also free for the students.*

In almost all the States of America there are institutions from primary to higher education. Other than these institutions of general education, there are technical schools, vocational schools part-time schools, public schools and night schools. Every attempt is being made to make literacy and education hundred per cent. In order to educate the illiterate adults, night school are being run and certain other provisions have been made.

POINTS FOR REVISION

(1) Education of every country must meet the social needs and requirements. This is true of America as well.

(2) America is a new country and new settlement. Mostly settlers are from Europe and so there is an impact of European culture on this country.

(3) In 17th century, in America, certain institutions were started by individuals. Later on these institutions became public institutions.

(4) In the begining, elementary education of America was run on the pattern of elementary education in Europe. Now it has also been geared to social requirements of the country.

(5) Since 19th century, American education has undergone a revolutionary change. *State Boards of Education* were established and State Governments came forward with grants. Normal Schools were also established for training teachers.

(6) With the individual and technical revolution, classical education yielded place to liberal education.

(7) Education in America is compulsory and universal.

(8) It aims at training the students in the art of citizenship and democracy.

(9) It aims at training them in public co-operation and bringing about economic efficiency.

(10) It also trains them in Do's and Dont's of good citizenship.

(11) In short, American education has been drawn up with a view to meet the requirements of democracy.

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CHAPTER II

DEVELOPMENT OF EDUCATION IN U. S. A.
PRIMARY AND SECONDARY EDUCATION

Q. Describe briefly the development of primary and secondary education in America.

Traditions of American education.—In order to have a clear picture of the educational set-up of America, we should have a chronological study of the development of education in America. It cannot be compared, so far as its history is concerned, with England or any other country of Europe. If on the one hand there is difference in education with England, there are common features as well.

It was in the year 1620 that emigrants settled here. They had come here in quest of gold and wealth. At that time in England there was very little concern for education. Education was the property of the privileged class. For rich people there were Grammer Schools and Universities like Oxford and Cambridge. In fact education was very costly in those days in England.

For common people there were *Day Schools* and *Dame Schools*. People were concerned with this education.

Tradition of education in America.—When emigrants settled in the United States of America, they viewed the education from a different angle. The decided to have education facilities for children of the community. It was also decided to have *Preparatory Schools*. *Up to 1874*, it had been decided to have primary education, on an eight-year basis.

In England education was the sole concern of the parents. In America it was not so. It was considered to be the duty of the community, to provide elemetnary education to its children.

Education in America was planned according to local needs. It was not set on accepted values as it was in England.

Democratic trends in Education.—In the previous pages we have seen that democracy is the soul of education in America. It has a history behind it. In American education, institutions grew according to the democratic requirements.

Traditions of secondary education.—Institutions for secondary education grew with the growth of elementary education. Here these institutions imparted education on one line. There were no specialized Schools like Residential Schools, or Public Schools of England. Schools and colleges opened the doors to all the children of the community.

Curriculum and syllabi during the colonial period.—The United States of America achieved complete freedom *in 1785*. Up to this period education was slightly different from the education that came after 1785. *Since 1647 up to 1785*, it was compulsory for every community to provide schools for its children. This education was first started in *Massachusetts* and then it spread to other States. At that time education at the elementary as well as secondary level, was akin to English education. *In 1635, Boston Latin School* had been established and here the teaching was the same as it was in a Grammar School of England.

Changes in education since 1745.—*In 1745*, Arithmetic was added. Then *in 1751*, Benjamin Franklin established the first Academy. It was in this Academy that there was provision for the teaching of English, Latin, Mathematics and other practical subjects. In fact it was beginning of the education of practical subjects in America. This Academy may also be called the *Pioneer institution for transition from formal education to democratic education.*

In 1821 a High School was established at Boston. It was a typical American school that offered a three-year course, in which English language formed the main plank of study. There were other practical subjects that the students could offer as optionals. *In 1827, Massachusetts* enacted a law made binding upon all the units of five hundred families to maintain a School wherein English and American History must be taught as compulsory subjects. Other subjects could also be taught as optionals.

Since 1840, this new movement of education gained momentum. New schools started coming into being. The education also transformed itself according to new requirements and new students.

Travelling Schools.—People in the western part of America did not have sufficient population to maintain full-fledged schools and so Travelling Schools came into being. Such schools also came into existence where one teacher taught several classes.

Private Schools.—People in the eastern region wanted to provide better education to their wards. In order to meet this requirement, certain private schools came into being. In these schools greater attention could be paid to children. *Roman Catholic Schools* were also opened at certain places. These schools were allowed to charge fee but they did not get the State support.

Education after Civil War.—After Civil War in America, a new problem of education was created. Many of the Negroes that had been freed from slavery required education. In order to meet this new situation in education, certain schools were opened for these Negroes.

No fee to be charged.—Then there came a situation which laid down that public schools should not charge fees. These schools were to be run out of the finances secured through taxes and other sources of income. *In 1874* a victory came to these schools and since that time new *era* has been ushered in American education.

Primary and secondary education since 1784.—As already stated, *the year 1784 ushered in a new era in the American education.* Now American education became the direct concern of the community. Primary and the secondary schools were to be run by the community, out of the money secured through taxes and other measures. These public schools were to be run by public money.

Private Schools and their management.—In spite of the provision for running the public schools out of public money, private schools continued to exist. These private schools could also ask for money.

Education between 1880 and 1930.—This period saw a tremendous increase in the population of America. This increase in population brought about an increase in enrolment in the schools. These enrolments went up to the extent of 84%. In succeeding decades this population went on increasing. *By 1930 there were 3,949 students for every hundred students enrolled in 1880.* This increase in population made a tremendous demand on higher education.

Quality of education deteriorated.—As is natural, with the increase in population, the quality of education started deteriorating. It does occur in the phase of transition, but later on things improved.

Diversification of curricula.—The curriculum was diversified. Several subjects requiring practical training were introduced. In time table different subjects get different duration.

Raise in age of compulsory attendance.—Education in America during this period was made compulsory. The age of compulsory attendance in the schools was also raised. New changes were made in the educational set-up. This saved wastage in the field of education.

Provision for guidance was also made.—This machinery guided the students in transition from elementary stage to High Schools. In High Schools there were many elective subjects and the guidance helped them to select subjects of their choice.

Junior High Schools.—These Junior High Schools are an intervening stage between the Elementary Schools and the High Schools. These Junior Schools check wastage and loss of two years of elementary education. They also provide guidance for entrance into High Schools.

Psychological base to education.—There is difference in the educational requirement of the children and adolescents. Early adolescents are not to be treated as children. They are also to be treated separately from adolescents. These Junior High Schools provided a psychological base to these requirements. They solved the problem of nine years schooling in the States where it had been made compulsory to provide education to the children for nine years.

Difference in pattern of schools according to local requirements.—Local requirements have to be borne in mind while laying down the pattern of education. This is evident in certain schools of America. In the United States of America certain schools follow one pattern and others another. This is so within the same State. This has been done in order to meet the local requirements of education.

School Boards.—In order to facilitate the administration of education '*School Boards*' were established in the States and districts.

Several smaller units were sometimes grouped together in order to give shape to a School District. Provision of a School Board was made for each unit. This Board is a popularly elected body. There is a Superintendent who looks after the whole school system.

State School Boards.—For each State, provision of a School Board was made. This School Board was made responsible to look after the education and the schools in the whole of the State. These School Boards were constituted differently in different States. In some States they were elected by legislators, and in some they were elected directly and in others the members of the Board were nominated by the Governor.

Education Commissioner was to be the Chief Executive Officer of the Board. His appointment too varied from State to State. In some States he was selected, in others he was nominated or appointed by the rest of the members.

Functions and duties of the State Boards.—Every State Board had to discharge several functions in regard to education. The chief functions of the Boards included the following :—

(*a*) To provide subsidy to the Local Boards so that they could carry out the programme of education. This was made necessary because the education was free. These State Boards also made up the deficit of the Local Boards in regard to expenditure.

(*b*) School children were to be provided with transport facllities. These transport facilities required expenditure and the District Board had to bear the expenses on this score. State Boards made arrangement for the transport and subsidized the transport costs incurred by the District Boards.

(*c*) These State Boards issued certificates to teachers at State level.

These State Boards discharged certain other functions as well.

Federal assistance in regard to education.—According to new scheme of education provision for lunch has to be made for school children. This required federal assistance. Without federal assistance it was not possible to equalise educational efforts of different States because certain States were poor and they could not bear the entire expenditure on education.

The recent agitation for opening schools to Negroes had entailed further responsibilities for the federal administration. Since the schools were to be opened to the Negro children, it required further expenditure. This expenditure could only be met out of the federal funds.

Private Schools.—These are certain private schools in America. These private schools are things of recent growth. They are run by religious institutions and minorities. There are certain States that also prefer such schools. These private schools are allowed to charge fees.

Diversity and uniformity.—America is country of diversity in education. In spite of this diversity, a uniformity is maintained. Almost all the schools have standardized attainment tests. With the help of these tests it is possible to standardize the education.

Vocational guidance.—There is a *Placement Teacher* almost in each school. He is responsible for advising the people in choosing their career. Students are also allowed to take up part-time jobs.

Educational guidance.—There is also scheme for educational guidance. Under this scheme the students are advised in regard to selection of courses, subjects, *etc.* *There is a Class Teacher* who looks after the students and their aptitudes. Then there is Home Room Teacher whose job is also the same.

Guidance for maladjusted and handicapped children.— In schools we also find children that are maladjusted, show disorderly behaviour and are also mentally or physically handicapped. There may be also certain gifted and extraordinary children. It is the duty of the *Guidance Service* to provide proper advice and counsel to such children.

In short, it may be said that education in America in recent years has become perfectly psychological and scientific. It it also progressing on these lines.

POINTS FOR REVISION

(1) America is a new country and so its traditions of education are also new.

(2) Since most of the inhabitants of America came from Europe, the primary and the secondary education in America was based on lines of education in Europe.

(3) The basic quality of American education is its democratic character.

(4) Secondary education grew in America with the growth of primary education.

(5) With the achievement of freedom, American education started progressing by leaps and bounds. It assumed a democratic and liberal character and gave up the classical shape.

(6) During *the period of 1745 to 1880*, American education underwent several changes. Certain Travelling Schools were started in order to meet the requirements of education.

(7) Private Schools continued to be there. Certain States wanted this facility. They did not want the support of the State.

(8) After Civil War, a new problem of education was created. Now education was made free.

(9) *Since 1784, primary as well as secondary education in America underwent a great deal of change.* Now education became the State responsibility. In spite of this provision certain private schools continued to be run and maintained.

(10) *Education between 1880 and 1930* underwent further change. With the growth in population, certain new changes had to be affected to make education up-to-date.

(11) *Junior Schools* were established in order to provide a transition between the elementary education and secondary education.

(12) *Guidance Services* were established for providing guidance to students in selection of careers, and course, *etc.* Provision was also made for guidance to maladjusted, physically and mentally handicapped as well as gifted children.

(13) Education Boards were set up in Districts and States. These Boards were made responsible for the educational programmes.

(14) In short, education in the United States of America has become up-to-date. It is now being run on psychological and scientific lines. Future seems to be quite bright in this regard.

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CHAPTER III

DEVELOPMENT OF HIGHER EDUCATION IN U. S. A.

Q. Give in brief the chronological development of Higher Education in the United States of America.

Growth and development of Higher Education in America.—Higher education in America developed along with elementary and secondary education. It was *in 1636* that the firstcollege was established within the township area of *New Town* adjoining Boston. John Harward came out with a philanthropic offer and endowed huge property. Since then it came to be known as Harward College.

Contribution of Church in the development of Higher Education.—In America we find that Church has contributed a lot in the development of higher education. In fact it is the Church which brought about the origin of higher education in America. *Harward Colleges* was controlled by a Church and it was meant to be a Church Institution. Later on, settlements in New England and Eastern Coast also tried to establish similar colleges. These colleges came into being on Connecticut, Rhode Island, New York, New Jersey, Pennsylvania and certain other places. *By 1769 eine colleges of higher education had been established.*

Higher Education in England and America.—In England, higher education started with Residential Universities. Oxford and Cambridge provided the pattern. Later on, Federative Universities came into being. Such a thing did not happen in America. It was on account of geographical reasons of the country. All these factors gave birth to a new type of institution in the United States.

Independent and self-contained colleges.—In America there grew independent and self-contained colleges for higher education. These colleges had their own standards of instructions and examination. No residential restrictions were imposed on the students here.

These colleges tried to prepare the students for practical life, especially jobs for propagation of Christianity.

Higher education after revolution (War of Independence).—After revolution higher education underwent further change in America. Now America acquired complete independence in the field of higher education. It stopped looking to Universities of Oxford and Cambridge for getting a stamp of efficiency in the standards of higher education. In 1780, Harward College acquired the status of the University of Cambridge. In fact it was rechristined as University of Cambridge. Larer on it again assumed the old name of Harward and today it is called Harward University. Now it is situated in township known as Cambridge.

Transformation of other colleges.—After revolution most of the old colleges converted themselves into universities. This had to be done in order to meet the requirements of the standards of higher education. College and Academy, which had been established in 1755 at Philadelphia, now assumed the shape of University of Pennsylvania. It was done in 1761.

The college that was established in 1795 in *Rhode Island* was converted into *Brown University* in 1804.

Similarly, *College at Connecticut* assumed the form of Yale University.

Religious influence and autonomy.—In the beginning all these Universities were denominational in character. They were under the influence of Churches, and were run with the help of endowments. Later on, they gave up their denominational character and became secular. In spite of this change, these Universitles did not brook State interference in their working.

State assistance to Universities and Colleges.—If, on one hand, some Universities and Colleges did not stand in need of State assistance, other Collcge accepted State help in order to transform themselves into Universities. *University of Georgia* which was *founded in 1785*, could become so only through State assistance. Similarly, *University of North Carolina* and the *University of Vermont, that were founded in 1789 and 1791 respectively*, could assume the shape only through State asslstance. All these Universities, later on became State Universities. But University of Pennsylvania, which is aided by State, is still free from State control.

Many of the old colleges did not accept State assistance. They preferred to remain their autonomy than to accept State assistance. King's College at New York and College at New Jersey were such institutions. King's College at New York, in 1784, became Columbia College. Later on, in 1912, it became Columbia University.

Princeton University.—The College founded at New Jersey in 1746 came to be known as *Princeton University* in 1896.

Degrees.—A special feature of American higher education has been that their colleges have their own standards of instruction and evalution. This was true of all the colleges which later on became universities. These colleges used to issue diplomas and degrees before they covnerted themselves into universities. Since these colleges had their reputation in the field of academic life, their degrees were looked upon with respect and regard.

Higher education between 1780 and Civil War.—During this period several institutions of higher education came into being. Various American missionaries went to new areas and established colleges. The graduates from the established colleges who took to job of religious ministers, thought it their sacred duty to establish new colleges. Before Civil War, there were about 182 colleges of higher education. Half of these colleges were situated in the Western Region of the country.

Institutions of higher education in Eastern Region.—In Eastern Region there were a good number of institutions of Higher education. *In Ohio*, there were 17 colleges, in Pennsylvania there were 16 colleges and 15 were situated in New York.

The establishment of the new colleges laid down the traditions of higher education in America. This had its effect on local bodies as well. Certain City Municipalties started their own colleges. In 1837 the College of Charleston was taken over by the Municipality. In 1846 Louisville College was taken over by the Municipality. Later on this became Louisville University.

Education programmes of the institutions of higher education.—In the beginning these institutions of higher education were concerned with Theology. Their main aim was to prepare the graduates who could do something for the spread of Christianity. It was several years after, that new courses, having professional and academic bearing, were introduced.

Beginning of medical study.—*In 1765, Academy of Philadelphia* started study of medical science. Then *in 1767 King's College of New York*, which later on became Columbia University, started medical classes. Then *University of Cambridge, which is now Harward University, started Medical Faculty in 1782.* Since then study of medical science has been on iucrease. Several Colleges and Universities have opened medical facilities. Some independent medical colleges have also been set up. These medical colleges have their own status. They do not form part of any University. *A school for Pharmacy was established in Philadelphia in 1821.* This marked the beginning of the study of Pharmacology.

Similarly, *a school for Dental Surgery was established in 1840 at Baltimore.* This was a poineer institution in the study of Dental Surgery.

Beginning of Legal Education.—*Study of Law started in the United States of America in 1784,* when a Law School was established in Leichfield, Connecticut. It continued to reign supreme for several years.

In 1816, University of Maryland opened Law Faculty. Then in 1817, Harward University did the same.

Technical Education.—*Technical education or Technological education started in America with the establishment of a Military Institution in West Point.* It was done *in 1882.* This institution was started with the intention fulfilling the technological requirements of the Military.

In 1824 the *first Civilian Institution for technical education was established.* It was established at the *City of Troy* in the State of New York. Later on, this Institution came to be known as Rensler Polytechnic Institution.

Beginning of Teacher's Education.—*Till 1840* there was no arrangement for the education of the teachers. The lot of the teachers was extremely poor. Since the institutions were dominated by Churches only faithful followers of the principles of the Churches could get job in the institutions run by those Churches. On account of this situation, sometimes poorly equipped teachers came to serve.

Institution for the training of teachers came to be established as late as *1839.* It was a State Institution, established at *Lexington* in the State of Massachusetts. Here again Massachusetts established its supremacy in the field of education.

Originally this institution was intedded for traiping teachers for elementary classes. The course was for two years and even those who had not completed their High School Education could get admitted into it.

This situation continued till 1900. Several Normal Schools were established but there was no qualitative improvements.

Steps to improve the quality of the teachers.—With the increase in the number of Normal Schools the calibre and the qualities of the teachers deteriorated. School authorities came to realise the only possession of a certain certificate was not enough to make a good teacher. Such a situation came to be a big question-mark over the standards of these Normal Schools and so the State intervened. In fact there was difference in the standards of teachers' training education from State to State. Such a situation

needed to be improved. The improvement was made with the passage of time.

Beginning of Women's Education.—Women education started late in America. Exclusive institutions for women were established quite late. Co-education was practised in elementary schools. It was in the latter part of 18th century that co-education was introduced in institutions of secondary and higher education. There was a trend for westward migration and, therefore, it was not thought proper to establish separate institutions for women. Had the tradition for co-education institutions started earlier, things might have changed.

There is, in certain States, a tradition for separate colleges for women. In 1837, in the State of Massachusetts, an institution for secondary education for girls was established. It came to be known as *Mount Holyoke Semenary.*

In 1837, Georgia Female College was established. Then in 1849 Rockford Female Semenary (Rockford College) was established. Then in 1851 Female Normal Institute was established at Wisconsin. This is now known as Milwakee Downer College. This institution had the power to confer degrees.

Tradition of Co-education in America.—America has a tradition for co-education. *First co-educational institution was established in 1837.* It was called *Oberline College.* Later on this practice of co-educational institution was established in two other State Universities, namely, Midwest and Utah. Now co-education is a general feature of higher education in America There are 216 institutions for higher education that are exclusively meant for boys. Then there are 244 institutions that impart higher education to women exclusively. The remaining 1,395 institutions are co-educational.

HIGHER EDUCATION SINCE 1860

Higher education continued to move on in its own way till 1860. The year 1860 marks the rapid growth and development of higher education in the United States of America. It was by this year that new centres had been opened. Several Municipalities had started colleges and in every aspect of life there was further demand for higher education.

Contribution of State in the field of higher education.—Now State became a potential factor in the field of higher education. During this period several State Universities were started. As already stated, before 1825, certain States Universities had been established. By this time Universities had been established at Virginia, North Carolina, South Carolina, Georgia, Indiana and Michigan.

Land Grant Colleges.—In American history there came a phase when people started migrating towards West. With this

sociological phenomena each new Western State was given land worth two townships for establishing a college. It was made binding that such a college must impart agriculture and vocational training. Lator on, these Land Grant Colleges assumed from of State Universities. In this process Universities of Cansas, Minnesota, Nebraska, Wisconsin, *etc.*, were established.

By the end of Civil War, 21 State Universities had been established. Many of these Universities, as alread stated, were started by Land Grant Scheme.

Civil War and Private Universities and Colleges.—By the end of Civil War, there were about 225 private Universities and Colleges for higher education. Most of these institutions had rich endowments.

Post-Graduate Teaching and Research.—Most of the Colleges and Universities confined their educational programmes to under-graduate teaching after which they awarded bachelor degrees. It was *in 1825 that Harward University started instruction in post-graduate work. But this venture could take a scientific shape only in 1863. In 1872 a separate department for post-graduate studies was established. This was called Graduate Department.* In fact it is this year that marks the begging of post-graduate education in the real sense of the drama.

In America we find a good deal of stress on research. This was a result of the German system of education. It was *in the year 1872 that the first Doctorate was awarded at Yale University.*

Certain institutions of higher education in American confine their work to post-graduate teaching and research work. In this regard *John Hopkine* and *Clarke* are the names worth mentioning. Since 1872 there has been a progressive rise in the research and post-graduate teaching. Now there are several Universities that are exclusively interested in post-graduate teaching and research work. These Uuiversities do not discriminate between men and women and both men and women pursue post-graduate studies and research work. On an average about 7,000 students receive the degree of Doctorate in the United States of America. There are about 2,000 institutions that impart higher education. Out of these2,000 institutions, about 161 have arrangements for post-graduate teaching and research work.

Out of these institutions of higher education, 19 are intended for military education and there are 27 that offer irregular courses,

Control and management of higher education.—During this period there has been growing control of the State over higher education. There are intitutions of higher education that are run by private bodies, specially by Churches, and otker denomina-

tional institutions. The institutions that are run by private bodies have rich endowments attached to them.

Junior Colleges.—These Junior Colleges are institutions of higher education that grew on account of the need of America. These colleges are intended to serve as a diversion for people coming in for higher education. They also serve the job of transition to higher education from secondary education. There are about 600 such colleges in America.

Teacher's Education.—Since 1860, normal schools were started by State for the training of the teachers. Towards the end of the 19th century it was Pestalozzi and Herbert who inspired the administrators of teachers' training education.

In the 20th century several colleges for the teachers' training have been established and started. In fact during this century need was felt to have more trained teachers in order to fulfil this task. The State as well as private agencies started institutions for training teachers for the primary as well as secondary education. The number of these institutions has been going up day by day. In the year 1952, there were 452 institutions of teachers' education. Out of these institutions, 315 were run by the State and the rest by local bodies and other agencies. There were 661 other institutions also devoted to teachers' training. In fact in all there were 1,093 institutions devoted to this task. Out of these 492 are denominational in character.

Today women are taking to teaching jobs more than men and so there are more women pupil teachers than men.

Technical Education.—*In 1984* an international exhibition was organised. This exhibition gave real impetus and turn to technical education in America. As a result of this impetus we find that in 1890 there were several institutions of technical education. Various institutions of technical education, later on, grew into Universities. Since then several institutions have been started with this task in view.

There are several institutions that impart technical as well as vocational education. *There is a Board of Vocational Education.* This Board looks after and manages the education of trade, household economy, agriculture, industrial education and vocational training.

World Wars and Technical Education.—*Experinces of World War I gave further impetus to technical education in America.* As a result of this, in 1921 there were 3,849 institutions of technical education in America as compared to 1,741 such institutions in 1918. The *World War II gave further rise to technical education in America.* Technical education is now given not only at the level of University education, but at lower levels as well.

There are Technical Junior Colleges as well. In these institutions of technical education, the students are also given practical training.

There are four important institutions of techical education or technology in Massachusetts, California, Illinois, and Southern States.

Technical education includes knowledge of engines as well. There is more than sufficient arrangement for production of Engineers in America.

Adult Education and Social Education.—No democracy can function efficiently unless its illiterate adults are made literate and educated. In America this thing has been very well realised by the Authorities. State Governments have started certain formal agencies of adult education. Private institutions also managed adult education. They receive aid and support from the Government.

In fact during this period (up to date) higher education has been progressing in America like anything. In many respects we have similarity with the pattern of higher education in India and in many respects we have diversity. In America a good deal of stress is laid on teachers' education while in India it is not so. However, the progress continues and America marches ahead in the field of higher education.

POINTS FOR REVISION

(1) America is a country which owes a lot to European civilization and so higher education started in this new country, on the pattern of higher edueation.

(2) *It was in 1636 that* first institution of higher education was established in America at New Town.

(3) *Churches and denominational institutions played* a vital role in the development of higher education in America.

(4) In America certain independent colleges grew up. These colleges were autonomous in character. They were neither part of Residential Univertities nor of Federal Universities.

(5) *After revolvtion*, America severed all its connections from England and so higher education underwent a metamorphosis.

(6) Many of the colleges grew into Universittes.

(7) Since many of the institutions of higher education were run by denominational institutions, they did not accept the State aid, although State came out with the offer of aid.

(8) State itself started several Universities.

(9) The degrees awarded by several colleges had their own value and importance.

(10) During 1780 and the Civil War period, several institutions of higher education came into being. In Eastern Region also a good number of institutions of higher education were established.

(11) Certain local bodies also established institutions of higher education.

(12) *In 1765*, the study of Medical Science had its beginning in America. This thing went on growing.

(13) Education of Law began in 1784.

(14) Technical education started in 1802. It was a military institution for technical education. In 1824 the first civilian institution for technical education was started.

(15) It was in 1840 that America saw the beginning of the Teachers' Education. In fact this step was taken in order to meet the standard of education in teaching.

(16) In America certain institutions made independent arrangements for the teaching of the girls. Then there were certain co-educational institutions as well.

(17) *Between 1860 and up to date*, America progressed in higher education in several fields. The lessons of the two World Wars opened new avenues for technical and scientific education.

(18) *Land Grant* Colleges were opened.

(19) Education for the technological requirements of the society, the medical needs of the country and scientific wants of the land, progressed in several ways.

(20) *Today America* is one of the richest countries, so far as education is concerned. It is rich in education of all kinds and varieties. The path of the progress remains still open and education marches ahead, keeping in view the socio-economic needs of the American society.

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CHAPTER IV

ADMINISTRATION AND MANAGEMENT OF EDUCATION IN U. S. A.

Q. What is the role of the State machinery in the administration of education in a State. Bring out clearly the powers and functions of Education. Administrative Authority, Education Department, Board of Education, *etc.* and their mutual relations.

Administrative machinery in the United States of America.—United States of America is a country wedded to democracy in all aspects of life. *Democracy* and *Liberty* are their catch-points. There is more or less autonomy of the States and decentralization of administration. This fact is well borne out in the administration of education.

Constitutionally, education is the State responsibility. It is the State who manage the education. They have in their turn delegated this responsibility to the Local Administrative Units. As a result of this, there is diversity of educational pattern in different States of the United States of America. It is the Local Units that carry out the responsibility of education, more or less in entire. These State Units and Local Administrative Units plan the education, in order to meet the requirements of the people. The education is a geared that it may meet the aspirations and requirements of the people at large. On the one hand the spirit of freedom or liberty is maintained and on the other, an attempt is made to achieve the high ideals of American education.

Federal Administration.—In American people have been very suspicious towards tbe Federal Administration. specially in the field of education. The State Governments guard their rights and duties jealously and do not allow the interference of the Centre. In education the Federal Government gives a lot of money, yet the responsibility lies with the State Covernments. The main function of the central education is to provide funds and resources for expansion, consolidation and betterment of education.

State Administration of Education.—Every State is free to determine the educational policies of the State. The financial help that is received from the Federal Administration is distributed according to the policies of education of the State.

State Board of Education.—Every State has a '*State Board of Education*'. This State Board of Education, on behalf of the State, lays down the educational policies, approves the budget of Local Administrative Units for education, looks after distribution of grants and is also responsible for general supervision of the execution of the educational policies and grants.

Local Boards of Education.—In America, on account of traditions, their grew independent Scools and Colleges. These independent Schools and Colleges were established in order to meet the local needs and requirements. With the growth in population of the need to bring about uniformity in the pattern of education, Local Board were set up. These Local Boards are more or less autonomous bodies responsible for running, supervising and looking after various institutions under them. Their relationship with the Federal Administration is more or less moral. State Government only looks after them in special circumstances.

The State Government and the Federal Administration have been very considerate towards these Local Boards. It is these Local Boards that are now responsible for legal approval and running of the Schools.

Financial administration of education.—With the change in time and needs, it came to be realised by the Authorities of the Local Boards, that they could not run the institutions only on their own. Their limited resources were insufficient to manage the education in an efficient manner. This raised the question of financial assistance by the State Governments. The State Governments came forward with their grants. These grants entailed certain conditions. It was made binding for the Local Board to *observe a minimum standard of education* and to see to it that it is maintained in the Schools under them.

The State Governments come out with only a proportion of the expenditure on education incurred by the Local Authorities. This step has been taken in order to keep the Local Boards active in the field of education.

Largest Educational Administrative Units.—In America States are the largest Administrative Units, so far as the pattern of education is concerned. When we look at the history of the administration of education in America, we find that as far back as 1784, Board of Rezents had been established in New York. This body was nothing but an organisation for controlling the education. The members of this Board were certain officers of

the State Government and their main job was to frame rules and regulations for the working of the educational institutions and to lay down educational policies. This body did not function very efficiently for long.

In 1812, A Superintendent of Education was appointed in New York. His job was to supervise the working of the education in the States and to provide them with financial resources.

Similar steps were taken by the State of Massachusetts and Connecticut. They appointed *Education Secretaries* of the State who were made responsible for making the education more efficient.

By and by, almost all the States had established educational offices for their territories. These *Educational Control Officers* were intended to supervise and look at the working of the education.

With the passage of time Education Superintendents were appointed in every State. Today administrative machinery is very well set in the country. This machinery not only lays down policy for education, it also provides resources and looks after their execution.

Educational set-up in the United States of America.—Today the educational administration in the United States of America runs from the Federal Administration to the Local Administration. All these Administrative Units are properly organised. Given below is a brief outline of it.

State Administration of Education—Chief Educational Authority.—Every State in America has a *Chief School Officer.* In different States he is given different names. In some States he is called *State Commissioner of Education* and in other States he is termed as *State Commissionor of Public Instruction.* In different States he is appointed in different manner. In eight States he is chosen by the Governor and nominated. In other eight States he is elected by State Board of Education. In rest of the States, appointment is made by selection.

In 25 States of the United States of America, the Chief State School Officer is appointed for four years and in the remaining 5 States the tenure extends from one year to 6 years. In most of the States, the State School Officer is the Chief Executive Officer of the State Board of Education and in almost fifty per cent of the States, he works as the Secretary of the Board of Education.

The qualifications of this officer differ from State to State. However, only experienced and competent persons are appointed to this post. In many of the States the minimum qualifications of the State School Officer are laid down.

State Education Department.—In order to carry out the responsibilities of the State Education Authorities, there is an

Education Department in each State. It is the educational experts and the employees of the Department who maintain and run the educatoin. The strength of the wholetime employees of the Education Department differs in different States. The maximum number is over 500, while the minimum is 12. These are mainly the Administrative Officers.

In order to assist these officers, there are clerks and other employees in different States.

Divisional Officers.—In different States there are *Divisional Offices*, in order to run the administration of the education in an efficient manner. There is no specific provision for these Divisions. These *Divisional* and *Sub-divisional Officers of the Education Department* of the State are run by the *Divisional Officers* and *Sub-divisional Officers*. Almost all the high officers of the State Education Department are connected with these Divisional Offices.

State Boards of Education.—Leaving aside certain States, the *Highest Educational Authority of a State*, in regard to education, is the *State Education Board*. In the State of New York, this Board is called Board of Rezents.

Board of Vocational Education.—In order to give proper place to the vocational education, there is a *State Board of Vocational Education* in everv State of America. There are about seven members of the Board. In crrtain States there are only three members and in others there are tweleve. In most of the States the members are nominated by the Governor and in certain States, they are chosen by the Members of the Legislature. In many of the States the election is done through a popular vote. In certain States people from the field of education are also appointed on the Board.

Relationship of the Chief State School Officer and the State Education Board.—The relationship between the State School Officer and the State Education Board is quite relevant and close. In certain States, the State Education Superintendent is a member of the Board. In others he is the Chairman and in a few, he is Secretary. In certain States he is also ex-officio Officer of the Board.

Duties and functions of the State Commissioner of Education or State Commissioner of Public Instruction.—As already stated, he is the Chief Educational Officer of the State. It is he who administers the whole of education. His functions may be summed up as below:—

(1) He is responsible for the distribution of the Government grant to several educational institutions and maintains general supervision over the institutions.

(2) He collects all relevant statistics and information in regard to the institutions and maintains a determined standard. He also lays down the standards of education for these educational institutions.

(3) He also lays down the syllabus and the curriculum of the educational institutions.

(4) It is he who lays down the curriculum and syllabus for the institutions for the training of the teachers and also issues certificates.

(5) It is he who safeguards the interests of the minorities in regard to education.

(6) Education is universal and free in the United States of America. It is the respohsibility for the State Commissioner to carry out this mandatory provision. He has to open Schools at the places where the Local Educational Authorities feel like establishing institutions.

(7) He, in certain States, prescribes and lays down the textbooks. He also prepares the budget and programme of education of the State Board of Education.

(8) It is he who maintains and supervises the working of the State Education Department. The employees are appointed in his name and he also controls their day-to-day working.

(9) There are several administrative wings in the field of education, such as *County Boards, Educational Townships School disricts, etc.* It is the State Commissioner who sends instructions to these bodies and also obtains their views and opinions in regard to reforms and improvements in the field of education.

(10) It is the responsibity of the State Commissioner of Education of Public Instruction to maintain a uniform national standard of education. This standard of education has to take into view and consideration the international standard of education.

Appointment, qualifications and tenure of the State Commissioner of Education or Public Instruction.—Only those persons who have a wide and varied experience of educational bodies are elected Educational Commissioners. However, in certain States they are elected by the State Boards of Education and in certain States they are nominated by the Governors.

The mininum educational qualification required of the State Education Commissioner is that he should be a Graduate of some Chartered University. In certain States he has to possess the Master's Degree. Certain States accept these Educational Officers to have secured specialization of the working in the field.

The tenure of these officers differs from State to State. Most of the States maintain these officers for two to four years. However, in certain States they are allowed to stay on for six years.

Appointment, qualifications and tenure of the members of the Board.—Members of the Board in different States of the United States of America are appointed in different ways. In certain States they are nominated by the Governors and in certain States they are elected by the Members of the Legislature. In certain States the Boards are formed by the members of both these types. There are certain ex-officio members of the Board, such as the State Governors or the Ministers and the Legislators.

It is provided in the Constitution of the Boards that not more than four representatives of a political party shall find place in a Board. Members of the Board are appointed from the different areas of the State.

There is no uniform pattern in regard to qualification of the members.

The tenure of the members is the same as is that of the State Education Commissioner. The State Education Commissioner is the Chief Executive Officer of the Board. He is also the President.

Responsibility of Education.—It is the State Adminisration which is responsible for education. This duty is discharged by the State Board of Education, Education Commissioner and Education Department of the State. It is the duty of the State Education Department to look after the entire education, from primary to adult education. Again it is the State Education Department which is responsible for laying down the policies and their education. In order to achieve this task the co-operation of responsible members of the public is also sought. Public bodies are also entrusted with the task of carrying out the State Educational policies.

Federal Administration and Education.—There is very little administrative control of the Federal Administration on Education in the United States of America. It is the State Administrations which in co-operation with Local Administrative Units, carry out the educational programmes.

Uniform Values of Education.—United States of America has certain *uniform values of education. These values are liberty, prosperity, occupational efficiency and personal and social development.* All the States keep these values in mind and the educational patterns accordingly. It is these values that provide uniformity and similarity in the pattern of education.

Universal Education.—In the American way of life, education occupies a very important place. It is soaked in the spirit of

liberty and freedom. Laws of America make it compulsory for the Government to provide education to people at large. There is provision for the nation-wide free and compulsory education. All the institutions maintained by Local Boards maintain the uniform standars of education and stick to the provision for free and compulsory education.

Uniform and ideal standards of education.—American administrators believe in providing the country a uniform and ideal standard of education. No doudt, there is difference in the standard and pattern of education from State to State, but every attempt is made to maintain the high standard. The State Governments have delegated their powers to Local Boards and it is the Local Boards that run the institutions and schools. In spite of such a diversity and a decentralization no pain is spared to maintain the ideal and uniform standards of education. Educational administrators and very much alive to this responsibility. Even the slightest deviation from the high standards is dealt with severely.

Inter-State uniformity in the standards of education.—All the States of America, although they jealously guard their rights, are very much in favour of maintaining uniform standards of education. In order to maintain these standards, a minimum of curriculum has been laid down. This curriculum is observed in all respects.

Certain basic rules and regulations.—There are certain basic rules and regulations for all the institutions. These basic rules and regulations are strictly and uniformly observed. It is these rules that deal with admission of the students, their school leaving, the compulsory age for schooling, free education, qualifications of the teachers, minimum requirements of curriculum *etc.* These rules are compulsorily observed in all the fields of edcucation.

Centralisation of Education.—Although education is very much decentralized in the United States of America, yet it is centralized as well. The Local Boards have been given all powers in regard to education, but the States are fully armed with powers to take over the education and see to the working of the Local Boards. There are units of the State Education Department in different towns, townships, cities or counties and School Districts. It is these units that maintain a strict watch over the educational standards of the State.

POINTS FOR REVISION

(1) United States of America is a democratic country. Here education is the responsibility of the State.

(2) Federal Administration has very little to do with the administration of the education. It is the States who look after the education.

(3) There are State Boards of Education. Every State has such a Board and it is this Board that lays down policies, approves the budget and does such other things for education.

(4) Then there are Local Board of Education in different School District, Townships *etc.* These Local Boards run the schools within their jurisdiction.

(5) The financial administration of education is in the hands of the States. The Federal Administration provides the finance and the States along with their own share pass it on to the Local Boards.

(6) There is a Superintendent of Education that looks after the working of the education under its zone.

(7) There is an Education Department in each State. This Education Department has educational experts and other employees to run the work.

(8) Then the whole State has been split up into certain Divisions and there are Divisional Officers.

(9) There is a State Commissioner of Education. He is the Chief Educational Officer of the State. Generally he is the Chief Executive of the State Board of Education.

(10) There is a separate Board for vocational education.

(11) Generally the members of the Board are elected or nominated by the Governor of the State. Similar is the case of the Commissioner.

(12) The responsibility of education lies with the State Administration and it tries to maintain a uniformity, in spite of diversities.

(13) Certain minimum standard of Edacation have been laid down and they are observed in almost all the institutions and schools.

(14) Education is free and compulsory in America and there are certain basic laws that have to be observed by all the schools. It is these basic laws that deal with the admission, fee, age, *etc.*, of the school children.

(15) Although education is very much decentralized in America, but the State Administration has full powers to control and supervise the education. In this regard it has powers to centralize the whole thing.

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CHAPTER V

PRE-PRIMARY EDUCATION IN AMERICA

Q. "In United States of America, Nursery Education is not only aimed at a higher objective but it is also helpful to working women of the country." Discuss this statement in the light of the arrangement of Nursery Education in America.

Child is the father of man and the future citizen of the country. It is he who shall shoulder the responsibilities of the country. It is very necessary to train him to be able to shoulder the responsibilities of the society. In other words, it is necessary that his *socialization* should be done. From the very beginning, the child should be made to realise that he is a unit of the society and he should be given all facilities to realise that he is a number of the society. Various researches in the field of psychology have proved that there is no age limit for educating children. It is a process that continues for the whole of the life. If, on the one hand, there is no maximum age limit, on the other it has also been proved that there is no minimum age limit. The process of education should start since the maturity of the father and the mother. In this regard, progressive countries of the world take care to provide for the education of the infants. Several guidance centres have been established where parents are given advice for the education of their infants.

Beginning and the end of pre-primary education.— There is good deal of difference of opinion in regard to the beginning and the end of the primary or nursery education. Now psychologists are convinced of the fact that education should start since the emboynic stage of the child. A good deal of stress should be laid on the education of the initial years on account of the following reasons :—

(1) Initial years of the child are very important in the formation of the lfe.

(2) The life of the child begins since he reaches the mother's womb.

(3) The first 6 years of the child, *i. e.*, from birth up to 6 years, are very important for the formation of good habits. If

the child is given good habits, at this stage, as these habits stand in good stead in his or her life.

(4) The outlook of life is formed at this very stage. In fact, the students, should be trained to acquire the proper outlook towards the life.

All these facts prove that pre-primary education or nursery education is very important in human life. It should begin at the time of conception and should end at 7 or 8 years.

Chronology of Pre-Primary Education in America.—In fact, pre-primary education got its due place in the beginning of the 20th century. In America it came to be given the due place in the early years of 20th century. The history of pre-primary or nursery education in America is, if not form old, not very new as well.

It was Rousseau, the famous French philosopher, who laid stress on the education of the child. Towards the end of the 18th century, Jean Oberlin also gave it proper imporantce. He established a school for the children in France. Then, in 1790, another school for the children was started in Scotland at the inspiration of Robert Owen. It was during this period that ideas of Rousseau inspired several educationists to establish *Ecols Maternellus*' (Mother Schools or Maternal Schools) for the children. Then came Froebel, the German educationist, who gave to the education world the Kindergarten Movement of the schools.

England and other European countries try to follow the suits.

America being a new country, had the beginning of nursery education of late. It was in 1856 that first Kindergarten School was established in Wisconsin State. This marks the beginning of the scientific development of nursery education in England.

Nursery education saw its beginning in America in the beginning of the 20th century. First nursery school was established in New York in 1919. A year later the Teachers' College of Columbia University made arrangements for nursery education. In fact, during the first two decades of the 20th century, nursery education did not make its proper headway. It fact, educationists were very much opposed to the education of the children of very tender age. Up to 1930, when America continued to be under the spell of economic depression, nursery education could not make proper headway. After this, New Deal Act came into being. This Act provided proper encouragement and impetus to nursery education in America. Under this Act institutions for children were provided with proper economic aid and so in the fourth decade of the 20th century nursery education saw its proper

progress. By 1940 the number of Kindergarten Schools had swelled a good deal. The number of the students receiving education in Kindergarten Schools was about 6,75,000, while those receiving education in nursery schools was about 3,00,000.

With the industrial development of the country, pre-primary education movement gained further impetus. Several Kindergarten Schools and nurseries were opened. They were started because they provided an opportunity to the working mothers to leave their children in these schools. There the children were properly looked after. An attempt was made and is being made even today, to provide such education to these children that they may develop into proper citizens of the country. Every attempt is made to form their character in the proper manner. Every year brings further progress in the field of nursery.

Pre-Primary Education in America.—There are three agencies for pre-primary education in America :—

(*a*) Home ;

(*b*) Nursery Schools ; and

(*c*) Kindergarten Schools.

Role of the parents in pre-primary schools.—The responsibility for educating the child from the date of the conception up to the age of one year, is that of the parents. The parents are provided with proper guidance, while the child is in the womb. It is thought necessary to educate the child during embryonic stage. Parents are taught to discharge their responsibilities sucessfully in this regard. It is expected of the parents that they shall be having proper knowledge of the psychology. In order to impart proper knowledge of psychology to the mothers and fathers, there is a network of training institutes and guidance centres.

The facilities for guidance centres for the parents is not adequate in America. America is a vast country and its population is growing every day and so there is a greater need of such guidance centres. However, the facilities for education connot be termed as inadequate.

Organisations for the home education of the children.—There are certain voluntary as well as Government organisations that look after the education of the children at home. Following are importment in this regard :—

(1) Parents-Teacher Association.—This is a voluntary organisation.

(2) Health Department of different States.

(3) Various research centres and clinics.—That are run and maintained by various universities and colleges.

NURSERY EDUCATION

Nursery education of the child starts after the age of one. Nurseries are not homes but they are as good as homes. There is properly looked after. An attempt is made to bring about their proper arrangement for the residence of the children. They are socialization in a scientific manner. Children are encouraged to live together, play together, dine together. They are also trained in good habits. An attempt is made to develop hygienic and sanitary habits in the students. Social instincts of children are also developed. They are trained in corporate and collective life.

America is an industrial country. People are very busy there. Sometimes we find that both mother and father are working. Such a sitaution requires scientific arrangement for nursery education. This keeps the parents free from the worries of looking after their children. Nurseries run by the States look after the children of the working people. These nurseries not only look after the children but they also try to provide them with nutrition and develop healthy habits in them. Nurseries have interesting programmes. On the one hand, they try to educate the children, on the other, they also try to provide them with opportunities for recreation and playing.

Age for nursery education.—In America nursery education is meant for children who are one-year old and not more than 4 year old. There are certain private nurseries as well that look after the children for certain hours in the day when their working mothers leave their children.

There are about 2,000 nurseries in the United States of America. These nurseries are run by the States as well as voluntary organisations. There is a good deal of scope for their future development.

Organisation of nurseay edcation in America.—There are two types of nursery schools in America :—(*a*) Day Nursery ; and (2) Nursery Schools. Then, there are four types of nursery schools :—

(*a*) Independent Nursery Schools ;

(*b*) Nursery Schools that are run under primary schools ;

(*c*) Such nursery schools that serve as a unit for composite child educational programme of the State ; and

(*d*) Nursery schools that are maintained by secondary schools.

Administration and organisation of nursery schools—Nurseries that are run in the States are managed and administered by three agencies : —

(1) Nurseries run and maintained by Local, State and Federal Administration.—These are called Co-operative Nursery Schools. They are like Government nurseries in India and other countries of the world.

(2) Nursary maintained by religious institutions.—There are severval religious and voluntary institutions that run nurseries. These nurseries are free from the State control in many respects.

(3) Private Nursery.—These nurseries are maintained by private individuals or private agencies. They are run more or less on business lines. They are also run with a philanthropic attitude, for some time only.

Day Nursery.—These schools are meant for children for day time. In the evening children are reached to their parents. In fact, the main purpose of such nurseries is to look after the children of the working mothers and to provide them with nutrition. These institutions also try to provide home atmosphere to these children.

Nursery schools.—These schools are meant for children of 18 months to 4 years of age. There are more than 1,500 such schools in the United States of America, but they have not been able to acquire the status of Public Institutions. These institutions are not found in rural areas. Mostly, they are found in big cities.

From the point of view of administration, nursery schools, as already stated, are of three types. They are maintained by the Government, religious institutions and individuals.

Co-operative Nursery Schools.—Such institutions are like Public Homes. They try to provide home atmosphere to the children that come to stay and receive education there. Such institutions have rich programmes of educational as well as co-curricular activities. There institutions are run in a co-operative manner. Parents also contribute towards the running of these institutions. There is a public body that looks after the working of these institutions. It is this body which is responsible for the selection, appointment and the execution of the programmes of these schools.

In these schools there is a programme of group games and co-operative way of living. An attempt is made is to bring about the development of the creative tendencies and constructive outlook of the students.

Kindergarten Education.—In United States of America, Kindergarten Education is treated as a step ahead of nursery education. These institutions admit students of higher age group as compared to the children of nursery schools. In other words, it means that children, after 5 get admission in these Kindergarten

Schools. In certain Kindergarten Schools children at the age of 3 are also admitted there. They continue to be there till they have reached the age of 6. Certain institutions also admit students below the age of 3.

Aims and objective of Kindergarten education.—Kindergarten education in United States of America aims at the following :—

(1) To develop the qualities of the children. In this respect, these schools perform the same task that the nurseries perform.

(2) They prepare young children for subject-wise education. In fact, they serve as training ground for further education.

Under the first objective, Kindergarten schools look after the health of their students. They arrange and organise group games and bring about corporate living. They also develop in the students the tendency to work independently. Arrangement is also made to provide such programmes that are of interest to the students.

Under the second objective, an attempt is made to develop in the students the interest for education. There is a programme for the physical, social, intellectual and emotional development of the students. In fact, the students have prepared for education of the primary class. Over 2,00,000 students are studying in these Kindergarten schools. They are now recognised as First Primary Unit of education. The State administration provides proper guidance and administration of these schools. An attempt is also made to have properly equipped teachers appointed in these schools.

Types of Kindergarten Schools.—From the point of view of curriculum, Kindergarten schools may be classified and categorized under the following heads :—

(*a*) *Froebelian.*—These schools are run on the lines of Froebel, the father of Kindergarten movement in education.

(*b*) *Montessori.*—These schools are run on the lines of Montessori system of education.

(*c*) *Progressive.*—These schools are not guided by any particular method of education. In fact, these schools are run on progressive lines. Their main aim is to provide progressive education to the children.

(*d*) *Conservative.*—These schools are run by those persons who have a conservative outlook about life. They do not want their children to be sent to schools where there is progressive way of education. Generally, such institutions are run and maintained by well-to-do people who have their own outlook about way of life.

Private schools.—Other than these institutions maintained by the State Government and public bodies, there are certain private nurseries and Kindergarten schools. These schools are run and maintained by a particular section of the society. In short, it can be said that pre-primary education in America is run and maintained on scientific and psychological lines. The schools that are maintained for this purpose aim at the following :—

(1) They try to bring about proper emotional and social adjustment with the environment. An attempt is also made to develop a proper outlook and attitude toward life.

(2) These schools aim at the formation of good habits in the students. Their objective is to bring about moral development of the students so that they may grow into successful future citizens.

(3) To develop an attitude of co-operation in the students so that in their future life they may live in a co-operative manner and in an efficient style.

(4) To provide education and socialization through the method of games and such other activities.

POINTS FOR REVISION

(1) In America education of the infants is a contribution made by the 20th century.

(2) Every attempt is made to provide scientific and psychological education to the future citizens of the land.

(3) Children's education in United States of America is primarily aimed at socialization.

(4) In America nurseries and Kindergartens not only provide education to the infants but they also look after the children of the working mothers.

(5) There are three agencies that look after the nursery education in America :—

(*a*) Home ;

(*b*) Nursery School ; and

(*c*) Kindergarten Schools.

(6) So far as home is conerned, it is the responsibilities of the parents.

(7) So far as the nursery and the Kindergarten schools are concerned, several bodies, voluntary as well as State, work in co-operation.

(8) The following agencies piay a vital role in the field of nursery education :—

(*a*) Parent-teacher association.

(*b*) Health Departments of the State.

(*c*) Various research centres and clinics run by the universities and colleges.

(9) From the date of the child's coming to life in the mother's womb up to his growing one year old, his education is looked after at home.

(10) When a child has grown a year old or a year and half old, he can find admission in some nursery.

(11) Nurseries are of two types :

(*a*) Day Nursery ; and

(*b*) Nursery Schools.

(12) From the point of view of administration, nursery schools are maintained by the following agencies :—

(*a*) State.

(*b*) Religious bodies and voluntary organisations such as Church, *etc* ; and

(*c*) Individuals.

(13) Nurseries that are maintained by the State and public bodies are called co-operative nurseries.

(14) Once the child has reached the age of three to four years, he finds a place in some Kindergarten school. In fact, Kindergarten education is a step ahead of nursery education.

(15) The main aim of Kindergarten education in America is to develop child-like qualities in the students, and to prepare them for subject-wise education.

(16) Kindergarten schools are of the following types :—

(*a*) Froebelian.

(*b*) Montessori.

(*c*) Progressive.

(*d*) Conservative.

(17) In Ame: ica, there is proper scientific arrangement for the education of the infants. Really speaking, it is a great necessity there.

(18) On the one hand, nurseries in America provide proper education to the future citizens, on the other, they also provide for the stay of the children of the working mothers. This arrangement leaves the working mothers free from the worry of looking after their children.

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CHAPTER VI

PRIMARY EDUCATION IN U. S. A.

Q. Describe the organisation, curriculum and working of the primary education in United States of America.

Education is intended for lightening the path for social education. Every progressive country tries its best to improve primary education. Primary education acts as a foundation for secondary as well as higher education. If Primary education is properly founded, secondary as well as higher education shall develop properly. *In order to have perfect socialization, primary education should be run on scientific and psychological lines.* Children at this stage of development have flexible nervous system and it is possible to re-model and change them. A scientifically planned primary education can do this very successfully. People in United States of America are pretty conscious of this fact. They have planned the primary education in this light.

Primary education in United States of America is not treated as a separate entity. It is treated as a part of education as a whole. It can be treated as an extension of Pre-primary or Nursery Education. In fact, many of the students, who have had no opportunity of going to the school, come across a school when they enter some primary school.

Compulsory and universal primary education.—In United States of America, primary education is universal, free and compulsory. Every student at the age of six has to enter some primary school. On account of this provision, primary education is growing everyday. The number of students going to primary schools is also swelling up. In 1918 Compulsory Attendance Act was passed and its strict enforcement gave new life to primary education. Now almost in all the States attendance in the school of the children between the age group of 7 to 16 is more or less compulsory. There is no discrimination in the field of education. No doubt, in America, there is discrimination between white and coloured people, but this discrimination is not tenable in the eyes of law. Every day American administration is making attempts to get the coloured students admitted to the schools that were once upon a time exclusively meant for white children. In the field of primary education, this discrimination is vanishing fast.

Aims and objects of Primary Education in United States of America.—Primary education in America, as already stated, is not a separate unit. It is treated as a part of the wide programme of education. That is why, we find that in many primary schools, there are Kindergarten and Nurseries attached. In primary schools also there are programmes like Kindergartens and Nurseries. Primary education in United States of America is guided by the following aims and objects :—

(1) **Education for citizenship.**—The basic theme of education of America is training in healthy citizenship. Education tries to meet the basic needs of the students and tries to provide them with the training of socialisation. In nurseries and Kindergartens, this process of socialisation is carried out with the help of the group games and plays. An attempt is also made to train the body of the students in proper manner.

In paimary schools, programme for the socialisation of the students is carried out in a more advanced manner. Although there is difference in the atmosphere of the nurseries in the Kindergartens, on the one hand and the primary schools on the other, even then the basic theme is the same. This basic theme is education in citizenship.

(2) **Developing socialisation.**—The main aim of American education is socialisation. Educational programme is intended to develop in the students the tendencies, qualities and the aptitudes that would help them to grow into healthy and useful members of the society. Young children are trained to work in co-operation with their fellow students. This spirit of co-operation stands in good stead in their future life.

Every citizen of a democratic country should think himself to be a member of the community, State and ultimately the whole of the world, and he should act accordingly. He should acquire proper knowledge of his rights and duties as a citizen. Proper attitude for this type of life is developed at the primary stage of education. Primary schools in America try to discharge this task successfully.

(3) **Development of health.**—Education in America is not intended only to bring about intellectual development. It also aims at bringing about physical development. Educational programmes are so organised that they develop in the students, love for healthy habits and healthy life. In fact, in primary schools of United States of America, physical training or programme for the development of the physique forms an integral part of the educational set-up.

(4) **Freedom and liberty.**—American people are very much concerned about freedom and liberty. In fact liberty is a very

important phase in American life. Primary schools of that land try to develop in the students the spirit of liberty and love for this spirit. Their educational programmes are so organised, that the students, from the very beginning, start realising the importance of liberty and its impact on individual as well as social life. They try to understand their rights and obligations as citizens, and develop an attitude of co-operation for other members of the society. They do all these things with an eye on liberty.

(5) **Individual progress and efficiency.**—American way of life is guided by individualistic philosophy. It aims at bringing about the progress of the individual so that the whole of the society may progress. American society tries to provide every individual with the opportunity for his development. It is believed there that the society shall progress when the individuals are progressive and have made progress. In primary schools of America, educational programmes are so organised that individual students find an opportunity to bring about their development. An attempt is also made to see and assess the aptitudes of the individual students and provide them with suitable opportunities.

(6) **To equip the students to meet their requirements and fulfil their wants.**—American people have the national feeling that every citizen should by himself try to meet most of his needs and fulfil his maximum requirements and wants. In order to equip every citizen to be able to do this task, educational programmes are organised. Educational programmes in the primary schools of America, acquaint the students with the day-to-day life and the problems of individual, social and domestic life. These students are also trained to meet these problems and resolve them.

(7) **To develop in the students and spirit of co-operation and socialisation.**—Primary schools in America aim at enabling the students to understand the society, think and study about it and try to develop an attitude of co-operation and socialisation with other members of the society. American life is based on co-operation and socialisation. Primary school is not intended only for imparting education in three Rs. It is intended for imparting training in co-operation and corporate way of life.

(8) **Development of creative instincts and tendencies.**—In the field of primary education, there is a good deal of importance for creative activities and practical work. Programmes of constructive work and creative activities are so organised that the students, on the one hand, get recreation, on the other hand, they learn to be economically efficient in their future life.

(9) **Place for recreation.**—In American education, there is proper arrangement for recreation. Audo-Visual Education has

added to recreation. Education, through audo-visual aids, on the one hand, provides recreation and on the other also develops the creative capacity of the students. In United States of America aids like documentaries, newsreels, magic lanterns, photographs, *etc.*, form an integral part of the teaching programme. Off and on debates and lectures are also organised.

Form of primary education in America.—In America primary education is treated as a period of training. In fact, it is treated as one of the many trainings that a child has to undergo in America. In America generally the education begins at class VI and goes up to Class VIII. There is nothing like Junior High School arrangement as we find in countries like India, Pakistan, England or such other countries.

After completing the primary stage of education, the child directly reaches the secondary stage of education.

In America, we find a good deal of diversification in the structure and shape of the school. In these schools we find that, on the one hand, training in three Rs is. provided, on the other hand, training in the citizenship is also provided.

Period of education and arrangement of the classes.—United States of America has the schools that have developed, along with develoment of the American society. With the growth and progress of the society, new things were added to the educational programmes. Even today these institutions are carrying out new experiments and making further progress.

There is no national patteren of education in America so far as the working and arrangement of the educational programmes is concerned. In spite of this diversity, there is uniformity caused by the aims and objects that guide the American society.

In America a student at the age of 6 to 8 enters a primary school. He continues to be there till he has reached the age of 12 or 14.

In certain States of America a new scheme of education has been introduced. According to this scheme, the last two classes of the primary stage of education have been included in the secondary stage of education. Now in America the traditional system of primary education as well as the new system of primary education is also prevalent. In *Traditional Schools* the child is admitted at the age of six and is educated there till the age of 14. In these schools, there are 8 classes. In certain schools, the classes from IV to VI are called primary classes and from VII to VIII are called Junior Secondary Classes or Junior Secondary Standard.

In the schools run on the basis of the new scheme of primary education, a student gets admission at the age of 6 and he

finishes his primary education at the age of 12. In these schools there are 6 classes beginning from I and ending at VI. In these schools VII and VIII classes have been included in the secondary schools. These classes have again been sub-divided into three to four sections.

Timings and duration of the teaching programmes.— The timing and the duration of education in primary schools differs from State to State. Generally the schools are run from Monday to Friday. Generally Saturday and Sunday are treated as holidays. Teaching programme goes on for 5 hours or 5 hours and 30 minutes. Normally, it begins at 9·00 in the morning and ends at 12·00 in the noon. Then, after a break of an hour, it again begins at 1·00 in the afternoon and goes till 3·30 P. M.

In lower classes, the duration is for 4 hours and a half to 5 hours.

The number of the working days in the year also differs from State to State. On an average a school has to work for 152 to 187 days in a year. In America the average of working days in a school is calculated at 180.

In 1953, an attempt was made to lay down a uniform standard in regared to hours and working days of the schools. It was decided that every period in a school shall be from 15 to 30 minutes and in a week, every school shall work for 25 to 30 hours. In the whole of the year there shall be at least 171 days. No doubt, this step has met with some success.

Generally, in America there is tradition that in rural areas the number of working days in the schools are less than number of working days in urban schools. Similarly, in lower classes the periods are shorter and the duration is also shorter.

Curriculum and other educational Programmes.—As we have already stated, for American education, training in citizeship is most vital and important. Curriculum, therefore, in America includes all such subjects that are necessary and useful for a successful life of a citizen. In 19th century, great stress was laid on the education of three Rs. But now new subjects have been introduced and included. Now education in America includes 5 Rs. They include the following :—

1. Reading,
2. Writing,
4. Rithmetic (Arithmetic),
4. Recreation, and
5. Relationship (Social relationship).

The educational programme and the curriculum of the primary schools in America is guided by the ideals of physical,

intellectual or mental and social development of the child. Teaching of 3 Rs. brings about intellectual development.

Recreation brings about the physical development and social relationship lead to social development of the child. The curriculum and the educational programme of the primary schools in America has been very much modified during the period of last 20 years. This has been done to avail the findings of the latest researches in the field of education. On the basis of these researches, new subjects are added and new programmes are drawn up.

Legal responsibility of laying down the curriculum.—According to the Constitution, the responsibility for laying down the curriculum is that of the Education Department of the State as well as Local Bodies or Local Authorities. In other words, it can be said that the local administration as well as the state administration share the responsibility of laying the curriculum equally. In urban areas, new researches are being made every day and so the curriculum or the educational programme, that is adopted, is the result of the joint effort of competent teachers, educational administrators, inspectors and others interested in education.

In America, a wave seems to have gone round that educational pattern should be formed. Educationists have a thorough knowledge of the requirements of education.

At the primary stage of eduction, every attempt is being mede to provide curriculum and programmes of education, in accordance with the psychological requirements of the age. In order to meet this requirement, new schemes are being evolved. Educational institutions are trying to evolve new pattern in order to satisfy the psychological and physical urges of the future citizens of the country. For the primary stage of education, the text-books are laid down by the State Government. In fact, publishing concerns play a vital role in the field of education in America.

Econamic Control.—From the point of view of economic control, we can divide the primary schools of United States of America into two categories:—

(*a*) Non-public schools; and
(*b*) Public scools.

Even these non-public schools or private schools are divided into two sub-categoris—

(*i*) *Parochial*, that are controlled by different religious denominations and groups and then;

(*ii*) *Schools run by public taxation.* These schools are free from the influence of the religious groups.

In the Public Schools or schools run through the taxation of the public there is no arrangement for the teaching of the religious subjects. In United States of America such schools are in large numbers and they form the backbone of the primary education in America. It is the public representative who run and control these schools.

Contact between the parents and the teachers.—In United States of America there is a close contact between the teachers of the primary schools and the parents of the students receiving education there. In fact, every day the feeling is growing that the parents must maintain a close contact with the teachers.

In the primary schools there is every arrangement to provide education to the students on the basis of their aptitudes, their constructive tendencies and other physical and mental requirements. There is also arrangement for conveyance so that small children may not be exposed to the risk of accidents. In short, it may be said that primary education in America is scientifically organised and properly planned.

POINTS FOR REVISION

(1) *Education* is intended for lightening the path of social education and so every progressive conutry tries its best to improve primary education.

(2) *Primary education* in America is treated as a part of the education as a whole. It is treated as an extension of pre-primary or nursery education.

(3) In America primary education is compulsory and universal.

(4) Following are the aims and objects of primary education in America :—

(*a*) Education for citizenship,

(*b*) Socialisation,

(*c*) Development of health,

(*d*) Development of the spirit of freedom and liberty,

(*e*) Individual progress and efficiency,

(*f*) Equipment of the students to enable them to meet their requirements and fulfil their wants,

(*g*) To develop in the students the spirit of co-operation and socialization, and

(*h*) Development of the creative instincts and tendencies.

(5) In primary education in America there is ample arrangement for recreation.

(6) Primary education in America is treated as a period of training. It begins at 6 and goes up to 8.

(7) There is no national pattern of primary education in America. It differs from State to State. However, the ideals of American life do give it a national character.

(8) *In America primary* schools run for 5 days in a week, *i. e.*, from Monday to Friday. Teaching continues for 5 hours to 5-30 hours.

(9) Generally schools begins at 9·00 in the morning and end at 12·00 in the noon. Then there is break for an hour. Teaching programme again goes on from 1·00 P. M. to 3·30 P. M. in the afternoon.

(10) In lower classes the duration is for 4 hours and 30 minutes to 5 hours.

(11) Generally the schools are run for about 152 and 187 days in a year.

(12) The curriculum of the primary schools in United States of America consists of the following five Rs. :—

(*i*) Reading,

(*ii*) Writing,

(*iii*) Arithmetic,

(*iv*) Recreation, and

(*v*) Relationship (social relationship).

(13) The curriculum of the school is laid down by the Education Department of the State as well as local bodies or local authorities.

(14) From the point of view of control and finances, primary schools are of two types :—

(*a*) Private or non-public schools ; and

(*b*) Public Schools.

(15) Primary education in America is scientifically planned and organised.

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CHAPTER VII

SECONDARY EDUCATION IN U. S. A.

Q. Describe briefly the system of secondary education in America.

Secondary Education in U. S. A.—The history of secondary education in America is not very old. In fact the country itself is not old and so its traditions about secondary education are pretty new. Secondary education in America has undergone several difficulties and seen ups and downs. Secondary education that we find in America today is the result of perseverance, endurance, patience and zeal of the educationists of that country. The concept of democracy in America has helped a lot in this direction. It is on account of this basic fact that education has been made universal and compulsory in America.

Industrial development has also contributed towards the development of secondary education. With the development of industry, secondary education also started growing. With the growth of industrialization, economic condition of people also grew and so education became a necessary part of social life.

American people are convinced of the fact that their children up to the age of 8 must get schooling. For all practical purposes this age has been laid at 15. Normally all the boys and girls up to the age of 15 or 17, get a compulsory schooling and education.

Latin Grammar School.—As we have already seen, secondary education in America started with the opening of Latin Grammar School in Boston in 1635. This was established by Puritans whose main object was teaching of Latin language and literature. They were of the view that education of Latin language and literature could bring about the qualities of aristocracy and keep young men conscious of their religion and faith.

Secondary Education in 18th Century and Academies.—By the middle of the 18th century, U. S. A. had made a good deal of progress in the field of trade and industry. With the industrialization of the country, Grammar Schools lost their attraction. Now people were more concerned about the fulfilment of

their immediate material needs. On account of this mental attitude need for such education that could meet the socio-economic conditions of the people, was greatly felt. It was also felt necessary to gear the education to the requirements of the day-to-day life. It was Benjamin Franklin who led the movement for an education geared to life. He, therefore, proposed such a pattern of secondary education which could be more useful as well as ornamental for the students.

Inspired by the ideas of Benjamin Franklin an Academy of Education was established in Philadelphia in 1751. This movement of Academies gained momentum and by 1880 about 500 Academies had been established in America.

These Academies laid greater stress on the teaching of useful subjects like Political Science, Philosophy, Navigation, *etc.* These Academies did not very much lay stress on the teaching of subjects like Latin and Grammar.

It was these Academies that for the first time gave encouragement to the education of the women. They were semi-public institutions and their expenses were borne by the fees realised from the students and revenues earned through other resources.

These Academies, on the one hand, provided useful secondary education, on the other they also prepared students for higher education. Their curriculum were Preparatory as well as Terminus. There was also arrangement of the teaching of classical subjects along with English, Geography, Science, *etc.* In the Academies at New York, in 1837, arrangement had been made for the teaching of rhetoric subjects like Greek, Hebrew, *etc.*, along with English language and literature. The Academies are to a very great extent responsible for the spreading of democratic spirit in the people of that country. It was this movement of education that made people realise that women too had all the requirements and urges of a man. This thing made the education of women quite popular.

Since these Academies catered to the needs of the society of that period, they grew pretty popular. It is these Academies that were to a very great extent responsible for the spread of secondary education in America.

Third Stage in the Development of Secondary Education in America.—Public High School.—In the beginning of the 19th century, America saw the dawn of cultured way of life that was different from colonialism and conservative outlook. In fact America had been very much impressed by the democratic

way of life. Industrial progress has also been made. All these factors made a vital change and improvement in the pattern of secondary education in America. Because of the democratic outlook, it was felt necessary that education should be controlled by people at large. It was also felt that education should be free and it should be different from the pattern of education prevalent in Latin Grammar Schools and Academies.

Guided by this philosophy of life, first Public High School was established in Boston in 1821. Then again in 1824, in New York, another Public School was established. In 1926, a similar school for the education of women was established in Boston. In these schools the education had a practical and egalitarian bias. An attempt was made to prepare students for life. This marked a brake in the secondary education of Latin Grammar Schools and Academies.

Growth and development of higher education and its effect on secondary education.—Towards the second half of the 18th century, higher education grew a lot and consequently secondary education also grew. Several new degrees and diplomas were instituted. New subjects were also introduced at the University level, they found their echo at the secondary stage of education as well. Since the secondary schools also prepared students for higher education, these new subjects had to be introduced there.

Since the progress of secondary education was not commensurate with the industrial and economic development of the country, in 1827 it was made binding that in the cities having population of 500 families or above, secondary education must be made available to the public.

Towards the end of the 19th century a strong movement was launched for making the education universal and compulsory. This also had its impact on the secondary education in America.

Kalamazoo Case and its Contribution to Secondary Education.—This case is 1874 gave a filip to secondary education. It is on account of this fact that it is called a Golden Chapter of the Educational History of America. In the Michigan State in the city of Kalamazoo, people opposed the taxes levied on them for making secondary education free. As a measure of opposition an application was filed in the Court of law. The Supreme Court of U. S. A. gave the verdict that tax could be levied on people for taking the education over and above the primary stage, free and compulsory. This judgment encouraged the Local Authorities to levy taxes and make education free and provide more facilities.

Diversification in the Secondary Schools.—American secondary education acquired the diversification from Europe. Towards the end of the 19th century, new curriculum was laid down. This curriculum had the impact of Latin Grammar Schools as well as Academies. An attempt had also been made to democratise the pattern of secondary education. In 1892 'The Committee of Ten' gave its report. This report clearly lays down that children up to the age of 18 must be provided with the facilities for education. This recommendation had a good deal of impact on the secondary education. Now education up to the age of 16 is compulsory in America.

Educational progress in the 20th century.—In the beginning of the 20th century, U. S. A. saw a lot of socio-economic development. Rapid industrial progress was made. This thing had its impact on education as well. There came greater demand for education and skilled workmen and so secondary education grew by leaps and bounds. All of a sudden there was a spirit forward in the number of students. Several new types of programmes for the secondary education were established. Technical and vocational education also came into being.

Then came the two World Wars. These World Wars changed the face of human civilization. This thing also changed the pattern of secondary education. Now we find the secondary education in U. S. A. in a very progressive stage. It is progressing further and the future seems to be very bright.

Reorganization of Secondary Education.—In the first decade of the 20th century, reorganization of secondary education had started. No doubt this reorgination took concrete shape in the later years but the foundation for it had been laid earlier.

Generally, in the secondary education there were four classes—IX, X, XI, and XII—and young men between the age of 14 and 18 study in them. Later on people felt that the primary education with an 8-year programme was pretty long and burdensome and so two highest classes, *i. e.*, VII and VIII, were taken out of it and added to the secondary education.

Now secondary education starts after Class VI, *i. e.*, in Class VII and continues up to Class XII. It runs for a period of six years and has students between the age group of 12 and 18. Students up to the age of 20 can also continue their studies over here.

Q. What are the aims of Secondary Education in America ?

Aims and objects of Secondary Education.—Secondary education in America is intended for training the students for citizenship and democratic way of life. It has, therefore, the following aims and objects :—

(1) **Healthy Education.**—Education at the secondary stage aims at acquainting the students about the principles and rules and regulations about health and healthy living. An attempt is made to enable the students, the future citizens, to take part in various activities and programmes concerning family, community, nation, *etc.*, and create a healthy atmosphere. No citizen who is not physically healthy, can discharge his or her functions successfully and effectively. They have, therefore, to be educated in the way of health and healthy living.

(2) **Command of fundamental processes.**—At the primary stage an attempt is made to educate the children on the basis of fundamental process. At the secondary stage the same thing cannot be said. They have to be trained in the command of the fundamental process. They have also to be trained to control their instincts and other fundamental traders and qualities so that they may make the living effective and successful.

(3) **Worthy Home Membership.**—Family, a home, is the smallest unit of the society. In fact it is also a formal agency of education. Students have to be trained to develop qualities of worthy home membership. They have to be trained in the art of having the maximum co-operation with the members of the family. A happy and co-operative family can do a lot for the betterment of the society.

(4) **Vocational Education.**—After completing education, the students have to go into life. They have to earn their livelihood. This earning of livelihood can be done through some vocation or occupation. Therefore, at the secondary stage of education, an attempt is made to develop economic efficiency in the students. They are trained to develop interest in some vocation and acquire training about it. They have also to be trained in the art of co-operative living with their fellow workers.

(5) **Civic Education.**—Students, as already stated, are the future citizens of the country. They have to be trained in the art of citizenship. They have to be trained about their living in the society, in the community, in the family, and discharge their duties and obligations as citizens. They have also to be trained to know about the international problems and develop an international outlook. All this training is done at the secondary stage of education.

(6) **Education for proper use of leisure.**—Education for leisure, now forms an integral part of the educational programmes. During leisure the students are trained to bring about the development of their physical as well as their mental health. All this done by organising various programmes. At the secondary stage of education several programmes that bring about the physical and the intellectual development are organised.

Development of morality, character and ethics.—No nation can progress unless its citizens are morally strong and have a good character. At the secondary stage, therefore, moral training of the students is very necessary. In the curriculum several programmes that lead to the development of the character and morality are included in the curriculum.

Special traits of American Secondary Education.—In America attempt is made to educate and train young men for shouldering their responsibilities as citizens. In order to acheive this object individual education as well as collective education is planned. Every possible attempt is made to make the students grow as worthy citizens of a progressive and developing society, wedded to the ideals of democracy, liberty and individual freedom.

Ten Commandments of American Education.—Educationists in America are constantly busy in reorganising the secondary education. They try to incorporate the latest researches in this field in the practical aspect of the education. Several Committees and Commissions have been appointed. These Committees and Commissions have the sole object of making American education useful for a demoratic society. For American education, the following ten commandments have been laid down. Secondary education is organised and geared to the object of achieving these objects :—

(*1*) *Physical sccurity*,
(*2*) *Equality of opportunity*,
(*3*) *Economic security*,
(*4*) *Freedom and liberty*,
(*5*) *Mental security*,
(*6*) *Fair-play and justice*,
(*7*) *Suitable occupation*,
(*8*) *Active and flexible personality*,
(*9*) *Maintenance of hereditary strength, and*
(*10*) *Participation in Evolving Culture.*

Now secondary education in America is regarded as a process or phase of process of progress. In this process or phase of

process every attempt is made to develop the ability, aptitudes and character of the future citizens and provide them with proper guidance.

Functions of Secondary Education.—In 1932, the Principal of the Department of Secondary Education appointed a Committee for reorientation and reorganisation of secondary education. This Committee submitted its two reports. One dealt with the functional ideals and programmes and the other one dealt with the functions of the secondary education. Functions of secondary education in America are based on the recommendations of "Department of Secondary Schools Principals' Committee on the orientation of the secondary education". These functions are given below in short:—

(1) **Laying down of programme for integration of knowledge.**—Today every attempt is made to lay down and organise such programmes that bring about the integration and development of the knowledge of students. The programme has to be carried out increasingly till it is possible for the students to develop their intellectual level, on the basis of which it is possible for them to have qualities of appreciation and realization of future needs.

(2) **Maturity and fulfilment of personal needs and requirements.**—It is also the function of the secondary education to try to bring about the fulfiment of the present and future needs of the individual students keeping in view the maturity. Attempt is also made to bring about the maturity in them. They have also to be guided to the extent that they realise individual values and social requirements.

(3) **Acquaintance with social values are contemporary life.**—The students at the secondary stage of education, while being trained in their hereditary culture and other traditions, have also to be made aware of social values and contemporary life. They have to be so trained and educated that they grow into able members of the society, fully conscious of the social values and requirements of the contemporary life.

(4) **Progressive or increasing specialization.**—While acquirihg education students develop interest in certain things. These interest have to be so developed that the capacity for increasing specialization develops in the students.

(5) **Systematising the previous and the present knowledge.**—At the secondary stage of education the background that the students have, has to be integrated with the present educational needs and programmes. This systematisation has to be done with a view that they grow into able citizens of the society.

(6) Establishing interests in measure, field of human activities, social progress and means to personal happiness.—While educating children it has to be admitted that developed interest in measure, field of human activities, get acquainted with social progress and also get in steadiness, develop means leading to personal happiness. All these things have to be done in a continued manner. The progress to go on unhampered.

(7) Proper guidance and adjustment of the personality.—Secondary education is also aimed at proper guidance to the students. This guidance is provided through relieving or demonstraable programmes or exploratory activities. Every attempt is made to make a personal study of the students and collect all possible information in this regard. On the basis of this information, an attempt is made to bring about the adjustment of the personality of the students. This adjustment leads to higher development of the personality. It is then only that it is possible for the students to achieve real happiness and progress.

(8) Application and employment of progressive methods.—Secondary education tries its best to employ progressive methods of education and give proper regard to principal researches in the field.

Differentiation and expansion.—Students have different aptitudes and interests. At the stage of secondary education attempt is made to cater to these different aptitudes and interests. It is on account of this that diversification and differentiation of curricula is done. An attempt is made to cater to different aptitudes on the basis of the previous knowledge of the students. In other words attempt is made to correlate the present education with the past one.

Lot of diminishing return in Secondary Education.—In America the pattern of secondary education is such that the student is retained in a secondary school unless, either he gets a chance of entering into an institution of higher learning and training or his knowledge starts showing sign of diminshing returns. If at any stage it is found out that secondary education does not suit a particular boy, he is sent out to some other institute for training or education.

Educational policies and life.—In America every attempt is made to adjust the education to life. It is on account of this that, whenever need arises, American Government is prepared to appoint a Committee or Commission to go into the details of the requirements of secondary education. In 1947, such a Commission called, 'Commission on Life Adjustment Education' was

appointed. This Commission has laid down the following objects for the education of the youth :—

(1) Education for successful citizenship,

(2) Education for acquainting the young men in the practical life and its requirements,

(3) Education for making young men successful and good members of the family,

(4) Education for proper utilization of labour,

(5) Education that may enable them to undarstand the *basic tools of learning*,

(6) Education that may prepare the students for some occupation or vocation,

(7) Education for the development of the spirit of appreciation of beauty. In other words it may be called the training of aesthetic sense of young men and women,

(8) Education should be such that it may acquaint the students with the significance and methods of science,

(9) Education for mental health and physical fitness, and

(10) Education that may bring about the moral and the ethical development of the students.

In short, it may be said that American education is very conscieus about the adjustment of education to the requirements of life. Education is lived, geared and adjusted.

Q. Give a brief description of the system and organization of Secondary Education in U. S. A.

Organisation and system of Secondary Education in U. S. A.—In America the system and the organisation of secondary education is very scientific. It has been planned on the basis of the experience gained from time to time. On account of these factors there are institutions of different variety wherein there is a lot of diversification and differentiation of curriculum. Given below is an outline of the system and organization of secondary education in America :—

Types of Institutions and Class System.—In America secondary education, so far as types of institutions and class systems is concerned, has grown a lot in the 20th century. A comprehensive and new curriculum was introduced in order to cater to different aptitudes and interests. On account of this diversification and differentiation, secondary schools may be divided into various categories. Then there are Specialized Schools such as: (*a*) Practical Art Schools, (*b*) High Schools of Commerce, (*c*) Technical High Schools, (*d*) Manual Trainning High Schools, *etc.*

Secondary Schools may be divided into several categories such as: (*a*) Ordinary Secondary School, and (*b*) Specialized Schools.

In Ordinary Secondary Schools we have classes from IX to XII. Here the students enter the IX class and leave after passing the XII class.

Junior Secondary Schools.—These secondary schools have VII, VIII and IX classes. In fact these Junior Secondary Schools are nothing but a part of the secondary education. There is no uniformity in the working and organisation of these different types of secondary schools. In fact experiment is being carried on in this field even today.

Class System.—In regard to Class System also we do not find that there is any uniform pattern throughout. In certain places, we have the collegiate education for four years and the primary education for six years. In certain other places this system is different. Really speaking, the growing civilization and culture of America requires skilled persons for every stage of life. On account of this requirement there is a lot of demand for civilization. However, as already stated, secondary education runs for four years, *i. e.*, Classes IX, X and XII form secondary education. Prior to that we have junior secondary education and above secondary education, we have University education.

From the point of view of the working of the Schools we may say that there are types of schools that cater to the needs of secondary education: (*a*) Junior High Schools, and (*b*) Higher Secondary Schools.

In these Schools every attempt is made to employ the up-to-date methods of teaching and give a scientific bias to the education.

Classification of the Institutions on the basis of curriculum.—In America there are different types of schools, from the point of view of curriculum. From this point of view these schools may be divided into three categories; (1) Ordinary Schools, (2) Schools for Specillzation, and (3) Part-time Schools.

Ordinary Secondary Schools may again be divided into two categories: (*a*) *Comprehensive Schools*, and (*b*) *Limited Schools*.

Let us now make a short study of these various types of schools:

(1) **Ordinay Schools.**—As already stated, these schools are of two types : (a) Comprehensive Secondary Schools, and (b) Limited Secondary Schools.

(*a*) *Comprehensive Secondary Schools.*—As already described, secondary school in America runs for four years. These Comprehensive Secondary Schools are Comprehensive High Schools, catering to the needs of secondary education for four years. They try to provide secondary edcation in all its aspects and phases. Following are salient features of these Schools :—

(*i*) In these schools education is free and every attempt is made to provide education of different varities. Students also get an opportunities to take part in different programmes of education.

(*ii*) In these schools all possible efforts are made to develop in the students the qualities of good citizenship and democracy. These institutions are run on old traditional systems and so they present the consolidation of interests for all, democratisation and solidarity. In other words, it is these qualities that make these institutions worth reading.

(*iii*) These institutions are free from the diversities and peculiar problems of newly-organised secondary schools opeded under the scheme of reorganisation of secondary education.

(*iv*) These insticutions serve very useful purpose in the rural areas.

(*v*) We find that in these schools almost all subjects of Arts, Science, Commerce, Agriculture, *etc.*, are taught. In other words it may be said that these schools prepare students for all aspects of life.

In spite of the qualities mentioned above these secondary schools have certain defects and drawbacks in them. They are not able to keep themselves up-to-date in regard to system and method of education. Had it not been so secondary education in America would not have been reorganised.

(*b*) *Limited Schools or Limited High School.*—As the name itself indicates, these schools do not provide to the students a comprehensive choice of the subject. There ir limited choice for the students. No doubt every attempt is made to keep in mind the requirements of the aptitudes and interests of the students, yet the facilities are limited. The size of the school depends upon the interest of the public. By and by these schools would grow in size. In study a good deal of importance is attched to the vocational and specialized subjects. In certain places teaching of English, Social Studies, Science, *etc.*, is also carried on.

(2) **Specialized School.**—These schools are intended for specialization. They provide specialized training and education in regard to different vocations and industries. The main object

of these schools is to train and prepare technically skilled hands. In spite of all the drawbacks these schools cater to an important need of the American society.

Vocational and Industrial Schools.—These schools are nothing but specialized schools. They came into being on account of the industrial development of America. Now there is greater need for industrial education and so these schools have come up. There is a society called, 'National Society' for the promotion of industrial education, and it has made attempts to establish and develop such schools. Vocational and industrial schools are separate instutions. The main object of these schools is to bring about economic efficiency of the young men of the country.

(3) **Part-time Schools.**—In America there are certain institutions that provide education only for certain hours in the day. In these schools, techical, vocational, industrial and commercial as well as agricultural subjects are taught along with other subjects or ordinary education. Following are the types of short-term schools :—

(*a*) Continuous Schools, and
(*b*) Adults Evening Schools.

Continuous Schools.—In these scheols teaching is carried out for about 144 hours in the whole of the year. In other words education is carried out for three or four hours in a week. These schools have separate building, separate admistration and separate arrangement for their working. They are mainly meant for developing the knowledge of young ones who are engaged in some employment and who have not been able to complete their secondary education. It is natural that such men shall not be in a position to join whole-time secondary schools.

Adults Evening Schools.—These schools are also meant for those grown-up people who are in employment. In these schools attempt is made to educate people and to bring about greater efficiency in them in regard to their occupation or vocation.

Curriculum and Educational Programme of the Secondary Education in America.—In America there is a comprehensive arrangement for education as well as other co-curricular activities. There education does not end with the teaching only. It is incorporated in form of co-curricular activities as well. A short description of all this is given below :—

Programme of teaching.—At the primary stage of education there are compulsory subjects. There is no choice for the students. At the secondary stage of education it is not so. Students are

given ample choice. Education system is quite liberal. As soon the student reaches the secondary stage he gets a wide choice of the subjects. There are certain compulsory subjects and then there are semi-compulsory subjects. Other than these two category of subjects there are variable subjects, Then there is free elective curriculum. Here the students have full choice to offering a particular subject or not.

Reorganization of secondary education has provided the students in America with a wide choice of subjects. It is said that there are about 290 subjects and the students are free to choose from amongst them.

In the first four years of the secondary education, student may offer Mathematics, Social Studies, Practical Science, Physical Training, English, Handicrafts, Metal Work, Typing and Typewriter Mechasim, Soil Conservation, Painting, Home Science, *etc.*

In America subjects with similiar and equal utility are classified into various groups. This classification enables the students to plan their education.

Vocational, Cultural and Extra-curricular Activities

In certain big cities of America there is separate arrangement for a normal education and vocational education. In these cities separate institution or run for the education of these subjects. In other places the teaching is more are less mixed. There is no such discrimination. In order to make the education useful for life, subjects are so placed that, later on, the students get an opportunity to go in for specialization.

Along with the teaching ofthe vocational subjects, programme for the training in citizenship are also organised. In such programme teacher keep themselves in background and give opportunity to the students to express their ideals freely. They are also given opportunity to discuss among themselves and come out with proper and constructive criticism. In most of these schools debates are organised, and the students are given an opportunity to express their ideas about the problems of life and society.

Extra-curricular activities includes games, workshops and societies for promoting creative writing and programme for utilisation of leisure. With the co-operation of the students and the schools, such clubs and bodies are organised where the studends get an opportunity to do thing collectively and to acquire interests and efficiency in Literature, Music, Acting, Newspaper publication, Social behaviour, Recreative activities and other games of the choice.

These programmes are intended for the development of the

social and intellectual aspects of the personality of the students. In fact secondary education is intended for the task.

POINTS FOR REVISION

(1) Secondary education in America grew with the growth of the life of American people.

(2) Education in America is free and compulsory.

(3) Secondary education in America grew with the establishment of Latin Grammer Schools. It saw its beginning in 1635.

(4) In the 18th century Academies were established. These Academies laid stress on the teaching of useful subjects like Political Science, Philosophy, Navigation, *etc.*

(5) These Academies gave filip and encouragement to education of the women.

(6) Public Schools marked the beginning of the third stage in the development of secondary education in America. They are the products of 19th century.

(7) Development of higher education also brought about the development of secondary education.

(8) Since it was ruled by the Court that taxes could be levied for the progress of the secondary education, secondary education grew with vigour and speed.

(9) By and by secondary education became diversified.

(10) Socio-economic development in the 20th century and the two World Wars gave greater filip to secondary education in America.

(11) In the 20th century secondary education in America was reorganised. Now it contains IX, X, XI and XII classes and runs for a period of four years.

(12) Following are the aims of secondary education :—

(*a*) Healthy Education,

(*b*) Command of fundamental process,

(*c*) Worthy Home Membership,

(*d*) Vocatiohal efficiency,

(*e*) Civic Education, and

(*f*) Education for proper use of leisure.

(13) American education also tries to bring about morality, character and ethics of the educants.

(14) American education is guided by the following ten principles. This may be called the ten commandments of American education :—

(*a*) Physical security,
(*b*) Equality of opportunity,
(*c*) Economic security,
(*d*) Freedom and liberty,
(*e*) Mental security,
(*f*) Fair-play and justice,
(*g*) Suitable occupation,
(*h*) Active and flexible personality,
(*i*) Maintenance of hereditary strength, and
(*j*) Participation in evolving culture.

(15) Secondary education in America is expected to achieve and discharge the following functions :—

(*a*) Integration of knowledge,
(*b*) Fulfilment of personal means and requirements and maturity,
(*c*) Acquaintance with social values and contemporary life,
(*d*) Meet the needs of increasing specialization,
(*e*) Systematising the previous and the present knowledge,
(*f*) Establishing interest in different fields of human activities, social progress and means to personal happiness,
(*g*) Personal guidance and adjustment of personality, and
(*h*) Application and employment of progressive methods.

(16) In America the curriculum and the education is being diversified and differentiated in order to meet the requirements of the differentiation of aptitudes and interests.

(17) A boy has to study in a secondary school till he gets ready to go in for higher education or his knowledge starts showing diminishing return.

(18) In America every attempt is made to make the secondary education up-to-date and scientifically planned.

(19) In order to impart secondary education in America there are different types of schools. There are Ordinary Secondary Schools as well as Specialized Schools.

(20) Ordinary Secondary Schools are of two types :—

(*a*) Junior High Schools, and (*b*) Senior or Higher Secondary Schools.

(21) From the point of view of curriculum, Secondary Schools are also classified under the following heads : —

(*a*) Ordinary Schools, and (*b*) Specialized Schools.

(22) Ordinary Schools are of two types :—

(*a*) Comprehensive Schools, and (*b*) Limited Schools.

(23) Specialized Schools meet the need of specialization. They attempt to provide vocational and industrial efficiency and education to the students and prepare them for successful living.

(24) Then there are part-time schools for secondary education in America. They provide education to such people who are not able to join regular secondary schools. They are of two types :—

(*a*) Continuous Schools, and (*b*) Adults Evening Sohools.

(25) Secondary education in America has a rich programme of teaching as well as co-curricular activities.

(26) Every attempt is made to bring about a development of the personality of the students and prepare them for successful citizenship.

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CHAPTER VIII

CHANGES IN SECONDARY EDUCATION AND JUNIOR COLLEGES

Q. Describe briefly the changes brought about in the field of secondary education and the importance of the junior colleges in this regard.

Secondary Education in America.—In the recent times, specially in the 20th century and its later half, lot of changes have been introduced in the field of secondary education. Every attempt has been made to make American education scientifically planned and up-to-date. These changes have changed the face of the secondary education, not only so far as its outer structure is concerned but also its content material. Give below is an outline of the changes brought about in the recent years :—

(1) **Formerly primary education used to continue for 8 years.**—Then secondary education came in. The curriculum for secondary education continued for four years. A few years back primary education was reorganized and reoriented. In fact it was felt that the period of 8 years is very long for primary education. It does not suit the requirements of the children of the tender age. Then it did not attach proper importance to the intellectual requirements and aptitudes of the students. Because the aptitudes and interests of the students were not looked into at the primary stage, it was difficult to make arrangements for their scientific education at the secondary stage. Educationists, therefore, came to the conclusion that primary education should be reduced by two years. In other words it was reduced to six years. This had its effect on secondary education as well.

(2) **Changes in the period of secondary education.**—Secondary education has also bifurcated. It now has two stages. This bifurcation has been done by the educationists, keeping in view the social and the psychological requirements of the American young men. Secondary education is now imparted by two types of schools :—

(*a*) *Junior High Schools, and*

(*b*) *Senior High Schools.*

(3) **After this change in the field of secondary education.**—It was felt that secondary education should be made a

compact unit. It was also felt that an addition of two years should be done to it. By tradition a junior college education ran for four years. Two years were to be taken out of this education and added to the secondary education. As a result of this change secondary education for the young men of 12 to 20 years of age goes for 8 years.

Due to this change, the previous arrangement of the secondary education was distributed and a new arrangement came in.

(4) Secondary education is undergoing changes, in accordance with the requirements of the society. Formerly the curriculum of the secondary education consisted of subjects like Latin, Greek, English Language and Literature *etc.* Now the curriculum consists of subjects like Foreign Languages, Methematics, History, English and such other subjects.

(5) **Adjustment with life.**—Secondary education of America is pretty well geared to life. It tries to meet the requirements of the individual as well as social life. It is so planned and organised that it may cater to the present as well as future needs of the individual as well as society. Several programmes for the development of different types of mental faculties of the child are organised at the secondary stage of education. In the method of technicality of teaching, the interests and aptitudes of the students are properly attended to. Every attempt is made to enable the young men to shoulder his responsibilities as a citizen and the successful member of the society. There is a lot of diversification in the curriculum.

(6) **Development of the experiences.**—Education in America tries to develop the experiences of the children. This development is necessary for the development of the intellect and other skills of the students. Diversified curricula shall bring about diversified knowledge for the students. In America, therefore, secondary education is not only bookish. It has practical bias as well. It tries to make the educational programmes interesting as well as effective.

Up to the end of 19th century the curriculum of the secondary education in America was more or less uniform. A good deal of stress was laid on the acquisition of knowledge and cramming of facts. Now it is not so. There are different types of schools for secondary education. They provide diversified knowledge to the students.

Provision for subjects that bring intellectual as well as manual efficiency.—Secondary education in America has arrangement for the secondary education that brings about intellectual as well as manual efficiency. Unless both these qualities of a man find proper development, the personality shall not

grow in a balanced manner. Without the development of both these trades the personality shall be imbalanced. American seeondary education keeps this in mind.

Rules regarding secondary education in America are such that a boy may go from one school to the other in order to meet the requirements of his interests and aptitudes.

Development of the qualities of culture and citizenship.—American secondary education lays a lot of stress on the development of the qualities of citizenship. It also tries to develop in the students the qualities that shall bring about the development of the American Culture. Nationalism is a catchword of secondary education. American students are filled with the spirit of patriotism. Today American educationists, teachers, parents and guardians are convinced of the fact that young men should be providedwith all the qualities of citizenship.

Education is not bookish only.—As already stated, secondary education in America is not bookish only. Curriculum is, therefore, planned with great care and caution. Such subjects are given place in the curriculum that bring about a development of the personality of the child. They are so trained that they fully realise the value of the ideals and try to incorporate them in their life. Social as well as cultural trades are developed in them. Professor R. Doughlas has in his book entitled, "American Public Education", very clearly stated that American education is intended not only for providing systematised knowledge, it is much more than that. It tries its best to bring about the development of the ideals, the mental outlook and the interest of the students. It main aim is to adjust the students to the ideals, requirements and value of the society. This adjustment is not brought about by imposing something on them but it is brought about by training them in all these things in a scientific manner. The main task, in short, of secondary education is to develop these young men as useful and successful members of the society so that they may play their role effectively.

Junior Colleges.—The place of these colleges has not been determined as yet. They are to be included in higher education or secondary education, is yet to be decided. These colleges are of two types : one for women and the other one for men.

These colleges are the products of the 20th century. They came into being in Michigan on the recommendations of Henry Tappen. They were intended to impart education for two years, at the secondary stage. Then there was a movement in regard to secondary education and so these colleges were given a new shape and form. They now serve as a unit between the secondary education and the University education. They try to impart education to the young boys and girls according to their requirements.

They keep mind the social and occupational requirements of young citizens of the country.

These colleges impart education for Classes XIII and XIV. Their programme is quite progressive and in many respects it has served the development of many educational institutions. The curriculum of these Junior Colleges is prepartory as well as terminal. On the one hand it tries to prepare the students for higher education and on the other it tries to prepare them for taking up the responsibilities in life. With this thing in view the teaching of industrial as well as vocational subjects is done in these colleges. From many considerations, these colleges have served a very useful purpose.

POINTS FOR REVISION

(1) In the 20th century secondary education in America has undergone several changes. This thing has been done with a view to make American education up-to-date. Now secondary education in America runs for four years and makes arrangement for the teaching of IX, X, XI and XII classes.

(2) Secondary education is meant for young men up to 20 years of age.

(3) At the secondary stage of education classical subjects as well as useful subjects are taught. It consists of Foreign Languages like Greek, Latin, *etc.* and modern subjects like Physics, Chemistry Mathematics *etc.*

(4) Secondary Education in America tries to make itself adjusted with life.

(5) Secondary education in America tries to bring about the development of the experiences.

(6) There is arrangement for the teaching of the subjects that bring about the intellectual efficiency as well as manual efficiency.

(7) Secondary education in America is intended for the development of culture and citizenship.

(8) Education in America is not confined to books only. It consists of such other activities as well that bring about balanced development of the personality.

(9) Junior Colleges are a typical feature of American education. In these Colleges there is provision for the teaching of vocational and industrial subjects as well as subjects that bring about intellectual efficiency.

(10) These colleges are a link between the secondary education and the higher education. They have a two years course. The curriculum in these colleges is prepartory as well as terminal.

CHAPTER IX

HIGHER EDUCATION IN AMERICA

Q. Give a brief description of various types of institutions imparting higher education in the United States of America.

Higher Education in America.—Higher education is specialization in education. It leads to intellectual and mental development. Only those persons who have love for learning or want to go in for some specialized education come over here and receive education. Generally it is at the University and college level that higher education is imparted. Graduation is the first stage of higher education. Then we have the Master's Degree and the Degree of Doctor of Philosophy, Doctor of Letters, Doctor of Science *etc.* These degrees are given after successful completion of research work. Higher degrees in certain technical, vocational and industrial subjects are given to the students who acquire higher education in some profession or technical or industrial subject.

Colleges and Universities and the centres of higher learning and education. It is here that students from distant places come to receive higher education.

Historical background of higher education in America.—Countries like India, Greece, Egypt, Pakistan, *etc.* have a tradition of higher education. It is said that in pre-christian era there were important seats of learning near Peshawar, Nalanda and certain other places. Similarly Egypt and Greece too had their Universities. This cannot be said about U. S. A. It was in the year 1636 that Harvard College was established in America. It was the beginning of higher education. There were only 20 students. The main aim of establishment of this College was to impart knowledge of European Language and Literature, Philosophy and Theology, to the young men of America and to prepare them for religious and ecclesiastical jobs. After 1660, there came about a change in the pattern of higher education in America. Certain independent institutions were established. Then in 1693 certain other colleges were established.

In the 18th century, higher education developed further. Now colleges were opened and larger number of students jointed these institutions. In those days the pattern of these colleges of

higher education was more or less the same that is followed by the secondary schools today. In 1819, the Supreme Court of America allowed the individual institutions to establish colleges and so several colleges came into existence.

In the 19th century, the Government came out with a new proposal. They started giving grants for the expansion and development of higher education. In 1850, the State started the consolidation of the institutions for higher education. Several individual institutions were taken over by the Government.

Then came the scheme of Land Grant Colleges. It was its beginning during the period 1785-1787. With all these things going ahead, by 1860 higher education had developed a lot.

Twentieth century was an overall development of higher education, not only in America but the whole of the world. In fact this century is the century of extraordinary progress. The two World Wars have changed the face of the world. All this had its effect on higher education. In America higher education in Science also develped by leaps and bounds. It is still developing and progressing. Students from all parts of the world come to receive higher education in America.

Aims and objects of higher education in America.—Aims and objects of education are in abjustment with the aims and objects of the society. America is a democratic country and so democracy, individual liberty and social justice are the main objectives of the society. These objectives also govern the education and higher education is nothing but a part of education at large.

The aims of higher education have been changing according to the change in the times and the requirements of the society. Several Committees and Commissions have been appointed in America. These Committees and Commissions have laid down the aims and objects of higher education. In 1939, Bowman gave certain programme of higher education. It is this programme that even today guides the aims and objects of higher education in America. Broadly speaking, following are the aims and objects of higher education :—

(1) It is expected that the students at the higher stage of education shall be aware of the work ways of the modern world.

(2) He shall also have the experimental knowledge of the working of the modern world.

(3) He shall have experience and experimental knowledge of the complex law and rules.

(4) At this stage, an attempt shall be made to provide the students the learning and knowledge of the historical facts of Science and other aspects of knowledge.

(5) *An attempt shall be made to develop in the students such outlook and philosophy that shall enable them to behave in a generous and liberal and educated manner with other individuals of the society.*

(6) *The students should be trained to have practical knowledge of the facts as well as general knowledge of the experiences. Such a knowledge shall enable them to have a liberal and generous outlook.*

(7) *An attempt should be made to develop in the students a critical outlook and propensity for scientific and technical study.*

Aims as laid down by Commission on Higher Education.—*In 1947, a Commission on Higher Education was appointed.* It was during the term of President Truman. This Commission has laid down the following aims and objects :—

(1) Higher Education tries to develop the use of *Creative Imagination and Intelligence.*

(2) This education is helpful in public affairs and resolution of social problems.

(3) The education should inculcate in the students the spirit of co-operation and international outlook.

(4) Higher Education should develop in the students the spirit of co-operation and international outlook.

Then came the *Economic Commission on Higher Education.* It had laid down that higher education should meet the requirements of a democratic society. It should train the citizens in such a way that they may be able to shoulder their responsibilities.

Underlying philosophy of the institutions of Higher Education.—Although in the beginning these institutions were governed by the outlook and philosophy of higher education in Europe, but later on, a change was effected due to needs and requirements of American way of life. This change was effected in order to make higher education more available to people as well as more useful. On account of this a new Constitution was drawn up in 1949. This Constitution was drawn up in order to bring about the implementation of the new philosophical outlook.

Universal Higher Education.—Administrators of higher education thought it proper to make University education universal and available to all. In order to meet this requirement several changes were effected.

An attempt was also made to link higher education with the industrial as well as vocational and occupational requirements of the society.

Diversified Curricula.—Today the curriculum of higher education in America is very much diversified. It attempts to cater to different needs of the young men as well as the society.

Types of institutions of Higher Education.—In America there are two types of institutions of higher education; *firstly*, that have a conservative outlook and *secondly*, those that have a liberal outlook and try to incorporate the new changes of the society. Conservative Universities are like Stanford, Northwestern, Hopkins, Columbia, Yale, *etc.* Even today they try to impart education on the pattern of European Universitites.

On the other hand Universities like Indiana, Ohio, Minnesota, Wisconsin, Michigan, California, *etc.* are the Universites with a modern outlook.

Institutions for imparting Higher Education.—In America there are different types of institutions that impart higher education. In the following lines we shall try to give a brief description of these institutions:—

(1) **Junior Colleges.**—We have already talked about these colleges. According to the modern trend in education these colleges are considered to be part of secondary education. In fact they serve a link between the secondary education and higher education. They run a course for two years.

(2) **Ordinary Colleges.**—These colleges have an arrangement for a curriculum of four years. These colleges lay a good deal of stress on general aims of higher education. For two years, these colleges incorporate the curriculum of the Junior Colleges and for the remainig two years, there is arrangement for the teaching of the students for Graduate Course. In these colleges the Graduate Course is similar to the Post-graduate Course in America.

(3) **Colleges.**—These colleges are nothing but like big departments of Universities. They may be classified as Arts Colleges, Science Colleges or Colleges of Literature, *etc.* These colleges impart higher education and have an independent status. There is arrangement for four years of Graduation Course. After completion of four years, first degree or the Bachelor's Degree is given. They have more or less a traditional outlook.

(4) **Community or Technical Colleges.**—These colleges are run by private agencies and they impart technical and vocational education according to local needs. In these colleges are also the Junior Colleges. It shall be better if they are studied under secondary education. These Colleges have the following programme:—

(*a*) Semi-vocational education or complete vocational education,

(*b*) Training of a particular professional skill,

(*c*) General education,

(*d*) Adults education or social education.

When these colleges are meant for imparting adult education, they are also called Adults Colleges.

(5) **Liberal Arts Colleges.**—These colleges have two phases. Sometimes they serve as independent institutions while at other times they act as affiliated units of certain Universities. These colleges lay greater stress on the teaching of social and natural sciences, and also train the students to acquire skill and specialization in certain art, technical as well as vocational subjects. Because of their liberal curriculum these institutions are very popular. They are named after their liberal curriculum.

(6) **Land Grant Colleges and Universities.**—In U. S. A. there are about 69 such institutions. There is at least one institution in every State. These institutions are run by the joint assistance of the Federal Administration and the State Administration. As we have already seen, these institutions came into being in the year 1862. Since then these institutions are going on. These institutions not only provide higher education in the field of agriculture, but they also train young men for a democratic way of life. These colleges form an integral part of the higher education in America and they have a national importance.

(7) **Universities.**—Universities are of two types in America: (*a*) Private Universities, and (*b*) State Universities. These Universities have a constitutional status for imparting higher education. Post-graduate degrees and research work is the speciality of these institutions of higher learning.

State Universities are managed by Boards consisting of the representatives of the people. In most of these Universities no fee is charged from the students.

Greater stress is laid on research work here.

(8) **Municipal and Corporation Colleges.**—These colleges are named so because they are run by various Municipalities and Corporations. Big cities have several colleges. In New York there are four such colleges. Municipalities and City Corporations have their Educational Councils that run these colleges. The Municipalities and Corporations are responsible for the financial administration of these colleges.

(9) **Graduate Schools.**—These graduate schools impart education after four years of college education. Students who have finished their college education enter into these institutions. After completion of education in these institutions, the students are given the Doctorate or Master's Degree. They are in fact centres of higher and specialized training and education.

(10) High Professional Schools.—These schools also admit students after four years of college education. They impart specialized education and training in specialized subjects like Medicine, Theology, Law, Music, Teaching Profession, *etc.* They have courses running for different periods. Here a student has to spend a period of three to five years. After that he gets his degree and enters into life.

Other institutions of Higher Education.—There are other institutions that impart higher education in America. These institutions are of different varieties. There are certain Technical Colleges as well as Engineering Colleges. They impart education up to University level. There is no specific nomenclature or philosophy behind these institutions. They are there to impart higher education.

Administration of institutions for higher education in America.—From the point of view of administration and control, the institutions for higher education may be classified under three categories: (*a*) Institutions controlled and maintained by the Federal Administration, (*b*) Institutions maintained by public bodies and other Government agencies, and (*c*) institutions maintained by private or religious bodies.

Financial control.—The State Governments and the Federal Government in U. S. A. give out grant-in-aid that is given by Federal Administration is distributed through the State Administration. There is a Chartered grant which has made the control of the Government quite effective on these institutions of higher education.

Institutions that are run by the States are financed and maintained by the Government. It is the State Administration that is wholly responsible for the financial control.

Institutions are run and maintained by private bodies and religious institutions are financed by those bodies and sometimes public contributions. State Governments also come forward with financial grants. It is these grants that bring about effective control of the Administration over these institutions.

Almost all the institutions of higher education, whether they are run and maintained by public bodies or religious institutions or State Governments, are controlled by the State Administration. This control is very much caused by financial control.

Administrative Units.—Almost all the institutions of higher education have their own machinery of administration. This machinery consists of the following units or cells:—

(1) Board of Trustees.—In every institution of higher education there is an Administrative Council. This is generally

known as Board of Trustees. This Board consists of elected as well as selected or nominated members. Institutions that are maintained by private bodies have elected members and the institutions that are run and maintained by religious bodies have nominated members. These nominated members are selected by the head of the religious body.

(2) **Chief Executive Officer.**—There is a Chief Executive Officer of every institution of higher education. He is called the Vice-Chancellor or the President. Generally he is elected by the Administrative Council or the Board of Trustees.

(3) **Legislative Body or Advisory Council.**—The teachers of the institutions serve as a Legislative Body or an Advisory Council. It is this Legislative Council which looks after the matters pertaining to teaching work and other allied matters. This Legislative Council is like the Academic Council of the Universities in India, Pakistan, England *etc.*

(4) **Faculties.**—Like the Indian and English Uuiversities, there are different Faculties as well. These Faculties look after different branches of subjects. From amongst the teachers people are appointed as different Administrative Officers.

(5) **Dean of the College or College Team.**—He is the chief of the institution in regard to educational programmes. Degree institutions have some Assistant Deans to help him. It is the Dean that lays down, administers and supervises the teaching programme.

(6) **Dean of the students.**—There is a Student's Dean to look after the programme of extra-curricular activities in every institution of higher education. For girl students there is a sepearate Dean. The main job of this Dean is to provide guidance to the students.

(7) **Business Manager.**—Every college or University has a Business Manager. He is like the Treasurer or Registrar of the Indian, English and Pakistan Universities. He is also the Vice-President, Teeasurer or Controller. His main job is to look after the income and the expenditure of the institution.

(8) **Registrar.**—There is a Registrar who looks afrer the office work of the college or the University.

(9) **Public Relations Officer.**—His main job is to establish contact with the public that has its business with the University or college.

The description above provides an outline of the general administration of the Universities and colleges. This administra-

tion may differ according to specific needs of a particular college or University.

Admission System.—In America there are different admission systems prevalent. Every college has its own system about it. The Government in America has been trying to make this procedure as convenient as possible. Every attempt has bean made to make this system uniform. There is an Entrance Examination which is conducted when a boy or girl wants to enter particular institution. In almost all the institutions some test is conducted.

Certificate Plan.—There is a plan for issuing certificates. Certain examinations are conducted in order to test the achievement of the students and then they are issued certain certificates. These certificates have a value for the students that go from one institution to the other or one State to the other.

In the recent years the administrative system in America has been reorganised. It has been done in order to make the system efficient and to save botheration of the students.

Curriculum and educational programme.—In India, England, Pakistan, *etc.*, it is necessary to obtain the sanction of the Government before establishing a University or an institute of higher education. This is not so in America. There are only a few States where such a sanction is necessary, otherwise every institution of higher education has its own curriculum and degree. Degree of different institutions are valued according to the reputation of these institntions.

State Universities have their own degrees. These degrees carry greater recognition in countries outside America.

Social Programme.—The main aim of higher education in America is to train the students in the art of citizenship. In order to achieve this object institutions of higher education organise certain pragrammes of social edncation for summer vacation. Those students who are not able to complete their course during the session, are given opportunity to complete it during summer vacation.

There is also arrangement for education through correspondence and home and club agencies. All these programmes are intended for imparting higher education to people in U. S. A.

POINTS FOR REVISION

(1) In America higher education is a specialization in education.

(2) There are different types of institutions that provide higher education in America.

(3) The history of higher education in America is not very old. In fact higher education was started in America in the 17th century. During 18th, 19th and 20th century it developed according to the needs of the country.

(4) Higher education in America is intended to make the students aware of the working of the modern world, to have experimental knowledge and to acquire practical training, to be able to grow into suceessful members of the society.

(5) Generally higher education in America is intended for the following :—

(*a*) Developing creative imagination and intelligcnce,

(*b*) Becoming helpful in public affairs,

(*c*) Inculcating the spirit of democracy,

(*d*) Developing in the students the spirit of co-operation and international outlook, and

(*e*) It also tries to bring about economic efficiency.

(6) In America, administrators of higher education have tried to make education universal and diversified. Every attempt is made to cater to the diverse needs of the people.

(7) Following types of institutions impart higher education to people in U. S. A. :—

(*a*) Junior Colleges,

(*b*) Ordinary Colleges,

(*c*) Colleges that work as Departments of Universities. They may be classed as Arts Colleges, Science Colleges, Commerce Colleges, *etc.*

(*d*) Community or Tecanical Colleges,

(*e*) Liberal Arts Colleges,

(*f*) Land Grant Colleges and Universities,

(*g*) Universities,

(*h*) Municipal or Corporation Colleges,

(*i*) Graduate School, and

(*j*) High Professional Schools.

(8) There are other institutions for imparting higher education as well.

(9) The financial control over the institutions of higher education is exercised by the State.

(10) From the point of view of administration and maintenace, the institutions of higher education may be classified under the following heads :—

(*a*) Institutions controlled by the Federal Administration,

(*b*) Institutions maintained and controlled by the State Administration and other public bodies, and

(*c*) Institutions maintained and controlled by private bodies and religious institutions.

(11) The following Units bring about the administration of the institutions of higher education :—

(*a*) Administrative Council or the Board of Trustees,

(*b*) The Chief Executive Officer who is called the President or the Vice-Chancellor,

(*c*) There is a Legislative Body which is like the Academic Council,

(*d*) There is a College Dean to supervise the educational programme of these institutions,

(*e*) Students' Dean looks after the co-curricular activities and provides guidance to the students, and

(*f*) There is a Business Manager to look after the income and expenditure, a Registrar to look after the office and a Public Relations Officer to deal with the public.

(12) Institutions of higher education are independed so far as their working is concerned. They have their own curricula and degrees.

(13) No State sanction is required for instituting degrees.

(14) Sometimes there is programme for social education as well.

(15) There is arrangement for correspondence course and other things for imparting higher education to young men in America.

(16) The main object of higher education in America is to train Americans in the democratic way of life.

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CHAPTER X

TEACHER EDUCATION IN U. S. A.

Q. Describe briefly the organisation and the working of the programme of the teacher education in United States of America.

Historical background.—Up to the early years of the nineteenth ecntury, there was no trace of the programme of the teacher education. Teaching was not considered as a profession or a vocation. It was considered that any person, who had the knowledge, could be a successful teacher. In this regard, the conditions in United States of America were not akin to those of England of early days.

By and by a change overtook in the thinking of the people of America and the technique of teaching came into being. It was in 1839 that in the State of Massachusets a State Normal School was established. This school had one-year programme for the teaching of the teachers. In other words, teachers, after one year of training, could get a certificate and could be employed as teacher. Then, in 1957, the year of first revolution for independence in England, State Normal University was established in the State of Illinois. The main aim of this university was to prepare teachers for the primary classes as well as secondary classes. Then in 1860 a change took place in the programme of teacher education and the course was made a two-year business. Similarly, other States also made progress in this regard.

For a very long time the colleges and universities remained indifferent towards the training of the teachers. By and by people started realising the need for trained teachers and skilled workers. It was as late as 1873 that the University of Iowa established a part-time Educational Training Department. The University of Michigan followed the course and in 1879 a whole-time education training department was established. It was in 1887 that Teacher's Training College was established at Columbia University at New York. This college has influenced the programme of the teacher's training in the United States of America to a veey great extent.

It was in the first decade of the 20th century that the programme of teachers' training took a scientific shape. Since then, it has been progressing steadily and in a scientific manner.

Selection and requirements of admission.—Now a candidate, who wants to get admittad in a teachers' training college, has to fulfil certain requirements. Formerly no such things were required. Up to 1920, there were no rigid requirements but now it is not so. It was in 1922 that Columbia University modified its programme of teachers' training. This step influenced the whole programme of the teacher education. New standards have been laid. Now every pupil teacher has to undergo certain rigours of admission and fulfil certain requirements. There is a minimum academic qualification laid down for admission to a teachers' training college. There are certain other requirements also like the recommendation of the Head of the last institution attended, academic and character record, record of extra-curricular activities, *etc.*, do play a vital role. A phychological test is also carried out and only such persons that have an aptitude for teaching work and possess psychological as well as physical efficiency are selected for admission to the training colleges.

For acquiring training, to become a teacher in a secondary school, a candidate has to possess a Masters' Degree and some teaching experience. For a pupil teacher of a primary school, the candidate has to possess a Graduate's Degree and some teaching experience. In certain States the requirement is high that even Doctor's Degree is expected.

Role of National Education Association.—In America selection of the candidates for entry into training colleges, occupies national importance. In 1938 National Education Association established a body called "Association of Future Teachers of America". This programme has spread into various institutions and has added to the efficiency of the teachers. Educational authorities in America are well aware of the requirements of a future teacher and so the selection is done very carefully and cautiously.

Institutions for the training of the teachers.—In United States of America, there are two agencies that play a vital role in the field of education :—

(1) The State ; and

(2) The Private agencies.

In the field of teachers' training, private agencies heve been plying their part since long. It was in 1823, 15 years before the establishment of a State Normal School, a Private Normal School

was established at Vermont. Then in 1827 another institution of the similar type was established in Lancaster. By the end of 19th century, about 170 training colleges had been established in United States of America. Many of these institutions were run and maintained by private agencies.

Even today we find that the private agencies do play their part.

Types of Institutions for the Training of the Teachers.—In United States of America, the following types of institutions need the requirement of the training of the teachers :—

(*a*) Normal Schools,

(*b*) Teachers' Colleges,

(*c*) Teachers' Schools of Education, and

(*d*) Departments of Education.

Normal Schools.—Formerly these schools were like other ordinary schools where education was imparted. The curriculum of these schools did not contain any specific arrangement for the future teachers. By and by these institutions assumed a shape that we find now, Formerly there was a one-year course. Later on, one more year was added to it and the course became of 2 years.

Since 1930, the programme of education and the teaching has undergone a good deal of change. By the end of 1925, these Normal Schools had assumed their present form. Now almost all the Normal Schools have assumed the form of teachers' training calleges. Though their shape has now changed, yet it cannot be denied that they played a vital role in the development of the teachers' education in United States of America.

Teachers' Training Colleges or Teachers' Colleges.—By 1857, the seed of these colleges had been sown, with the establishment of such a college in the State of Illinois. The first college that was established was a State College. Its main aim was to impart higher professional training to the teachers. Up to the Civil War in America, these institutions continued to play a vital role in the field of teachers' education. It was in 1888 that Nicholas Murray Butler established the New York Teachers' College, which was later on, *i. e.*, in 1898, made a part of the Columbia University. By the end of the first quarter of the 20th century, the Normal Schools became Teachers' Training Colleges and so several such colleges came into being.

At the present moment, these colleges prepare teachers for the primary as well as secondary stage of education. When

the pupil teachers have completed their course, they are given the Bachelor's Degree. These colleges impart training for five years. Some of these colleges also award the Master's Degree and have international importance. In the modern set-up, these collegas occupy a very important place in the field of teachers' education.

Schools of Education.—Generally, these colleges are called Schools of Teachers' Education or Colleges of Teachers' Education. These colleges are different from the aforementioned teachers' training colleges in one respect only. These colleges are affiliated or associated with one university or the other. It was in 1879 that such a college was established by Michigan University. Prior to the establishment of such a college at Michigan University, there were certain institutions that imparted part-time courses for the education of the teachers. Michigan was the first university that startrd Graduate's Course in this field. In 1888, Graduate School of Pedagogy was established at New York University. In 1922, New York University expended itself and made certain chages. Since then several institutions started changing their pattern.

Now-a-days, these colleges are run as a department of certain university. Sometimes they also function as full-time institutes for the training of the teachers. Persons, who have completed two-years college course, get entry into such colleges. The curriculum and the educational programme of these colleges is more or less the same as is found in teachers' training college. Here along with education of Pedagogy, there is arrangement for the teaching of literature, language, culture, *etc.* Generally, in the early years there is a tradition for the teaching of Pedagogy. After the completion of the course, Graduate's Degree is awarded.

Department of Education in the Universities.—The trend of the training of the teachers in United States of America did influenced the universities. Consquently, these universities gave place to Pedagogy or Education as a regular subject or as an independent subject in their programme of education of Graduation Courses. It was in the University of Iowa that arrangement for part-time education of the teachers was made in 1873. After a few years, several universities started full-time courses. These programmes achieved a good deal of success. Now many arts colleges and universities have given place to edcation as a subject.

In the 20th century, the educationists of United States of America came to realise that it was necessary to impart education of the technique of teaching as well. After realisation of this fact, many training colleges as well as colleges gave place to programmes of general education. On the other hand, universities and arts

colleges established independent Department of Education. Now-a-days almost all the universities have a separate Department of education, under which the future teachers are prepared and given proper training. In the University of Chicago there is an independent Department of Education. In certain universities and colleges we find that there is arrangement for occupational and vocational training as well. All this is done in order to make the programme of teaching up-to-date and successful.

Curriculum.—The curriculum of these institutions imparting training to future teachers of United States of America can be divided into the following two heads:—

(*a*) General Education; and

(*b*) Teaching-Training or Training of the Method of Teaching.

Almost in all the States of United States of America the curriculum is divided under these very heads. In some States, where the training period runs for four years, the first two years are devoted to general education and the last two years to professional education and training. On certain places both these education go together. In other States the training programme is continued in the first two years and then it is also carried out in the last two years. Some parts finishes in the first two years and some part in the last two years. Almost in 41 States, out of 50 States of United States of America, there is a four-years course for the training of teachers. In some colleges there is five-years course as well.

Advanced Degree Course.—There are over 300 institutions in United States of America, both run by private agencies as well as the States, that make arrangement for Advanced Degree Course for the future teachers of the country.

In the training colleges, according to the curriculum of the teaching the first two years are devoted to the study of Liberal Arts and the last two years for concentrative study of the Education and other allied subjects. A good deal of stress is laid on providing the pupil teachers with a solid foundation of education.

Courses for general education include the study of language and literature, Mathematics, Economics, Music, Science, Social Sciences, *etc.* On the other hand, professional education includes Health Education, Education for Mental Hygiene, Child Psychology, Education for Internationalism, Cultural Education, *etc.*

Practical training and practice-teaching—There is a proper arrangement for practice teaching and practical training. Pupil teachers are given the knowledge of the old as well as new methods of teaching and also provided with

opportunity for practice-teaching in primary as well as secondary schools.

Co-curricular activities.—There is arrangement of a comprehensive programme for extra-curricular activities. Students have their own associations and committees. Through these organisations, they carry out several programmes of co-curricular activities. On behalf of the training colleges, there is proper arrangement of games, athletics and such other activities. Every attempt is made to adjust the future teachers to the environment and the atmosphere in which they have to live and undertake their activities. The main object of all these things is to provide ideal teachers to the country.

Certificates and Degrees.—For appointment as a teacher in United States of America, possession of a Degree or a certificate is not considered as a sufficient qualification. Educators keep in mind the qualities of self control and strong social sense. They try to appoint such persons who can live amongst the boys and carry out their task of teaching. Educators do keep in mind that the teacher must possess patience, should have a sense of humour and must possess the recognised capability of becoming a teacher.

Different States have their different standards of capabilities. In 36 out of 50 States of United States of America, a teacher of a primary school must have completed a two-year course of education from some college and then he must have also undergone a two-year course in some Normal School or training college. In the remaining States, such a teacher has to possess a Bachelor's Degree or a Four-Year Training Certificate.

Teacher of a secondary school, has to possess, in 41 out of 50 States of United States of America, a Bachelor's Degree and a Four-Year Training Course. In some of the States, there is demand for some specialised training as well.

In United States of America there is great demand for specialised teachers. Teachers who possess Diploma in Nursery Education or Kindergarten Education are very much in demand. Teachers who have higher training degrees and certificates or have educational ability or qualificational ability are preferred for appointment in secondary schools. Now Five-Year Degree Course is becoming a normal feature of the training colleges.

In almost all the States of United States of America the Head of the Education Department issues a certificate to the teachers. New teachers are put to certain test and then a certificate is issued to them. This certificate has the recognition within the limits of the States. Sometimes it is also recognised in other States. The basis of these certificates is the graded ability.

There are also certificate of merit. Such certificates are recognised within a particular area.

There is also a tendency to issue conditional and probational certificates. These certificates are valid for a particular period. The tendency of issuing such certificates is growing in America.

Research in Education.—Educators and educationists of America are very much alive to the need of research work in the field of edncation. They want the education in America to be up-to-date. In order to achieve his object, several universities and colleges have made arrangement for refresher courses for the teachers engaged in the task. There is also arrangement for fellowship courses. Harward Universsty is very much ahead of other universities in this regard. It has started a fellowship course under the auspices of Harward Graduate School. This course is run for a period of one year and provides higher professional training under the guidance of experinced and competent teachers.

An attempt is made to provide further training to the teachers engaged at the primary as well as secondary level. In this attempt several colleges and universities join together. The main object of this training is to equip the teachers to be able to bring about the development of the nation.

Contribution of Antioch College of Ohio.—There is a centre situated at this place which trains people for various trades and occupations. Ohio is an industrial city and so there is great need for such a programme. Teachers and instructors of the colleges, after finishing their education, provide guidance and instructions to the persons who are in search of jobs in various branches of industry. This college prepares instructors and professors who can discharge this task successfully. The teachers of the Antioch College also take active part in this behalf.

Then, there is research programme as well. In these research programmes, the teachers are engaged and paid handsomly. Their task is to bring about further development in the field of education Various universities and colleges have devoted themselves to this task.

Teachers, their working conditions, tenure, employment, emoluments, etc.—In the early years the condition of the teachers in the United States of America was also not good. They were considered to be persons who had to undertake austere living. A teacher who could make his both ends meet in a very meagre salary was considered to be a very successful person. In fact, in those days a teacher had to be an Economic and Social Underling. There was no proper recognition of the service. Salaries were also meagre. By the end of the three quarters of

the 19th century, this situation did not change. It was towards the end of 19th century and the beginning of the 20th century that things changed the society started realising the fact that the teachers should be given their due.

In the 20th century, several local bodies and local units of administration started appointing teachers on long-term contract. They were also provided with Academic Freedom, Security of Tenure, Pension, Medical Leave, Weekly Rest and such other facilities. In certain big cities, teachers were also provided employment on permanent basis. Certain States came out with the laws making it illegal to dispense with the services of a teacher without prior notice. By and by, the teachers started getting more facilities and greater security of tenure. Now teachers enjoy all such facilities and securities that are available to people of other trades. There is a strong body of teachers which has a membership of over one lakh.

Rules in regard to services of the teachers.—In most of the States there are rules and regulations that determine the conditions of the service of the teachers. There is also arrangement of an agreement between the management and the teachers. In about 40 States, there are rules that lay down very strictly that the services of the teachers cannot be dispensed with easily. Teachers can be asked to quit only in certain very special circumstances. There are certain States where teachers have a permanent tenure. Every State has certain rules that govern the retirement and the working of the teachers. These regulations provide security to the teachers.

Different States of United States of America have different rules and regulations in regard to the appointment and tenure of the teachers. Like France, Australia or India, there is no central agency that lays down rules and regulations in regard to the security and working conditions of the teachers. In most of the States, teachers are appointed by the States Employment Agencies for the appointment of the teachers. After completing the training, the teachers have to apply to the instutions. Once the applications have been received, a consolidated statement of the educational qualifications and other capabilities is prepared. Then, these institutions establish contact with the local unit of the educational administrative machinery. It is this machinery that provides teachers to various institutions, according to thier needs.

Emoluments.—The status of the teachers is determined by their emoluments. Teachers serving in rural areas have lesser emoluments as compared to the teachers serving in urban areas. Emoluments differ from city to city. The emoluments of the teachers are determined according to the economic condition of

the State and the appointing agency. The teacher employment agency does lay down the salary of the teachers. In United States of America, the salary of the teccher is subject to the average States income and the number of the school-going children. In most of the States there are no time scales and there is also no provision of efficiency bar. It is the minimum salary that is determined. The emoluments of the teachers go on rising along with the rise in the national income. Within a period of ten years, *i. e.*, from 1940 to 1950, the average salary of a teacher was doubled. It was generally so on account of increase in the national income.

Minimum Salary.—In 28 States of America, there is a minimum salary prescribed. A teachers, whether he is a teacher in a primary school or a secondary school, cannot be given less than that salary. This minimum goes up according to the qualifications of the teachers.

Pension.—There is also arrangement for paying pension to the teachers.

Hours of work or working days.—A teacher in United States of America has to work for about 35 periods in a week. Sundays and Saturdays are holidays. From Monday to Friday there are working days. On an average, every institution has to work for 160 to 200 days. There is a session of 9 months in a year.

There are about 25 students in a particular class.

The teacher has to devote some time for preparing the students for the lesson that is taught the next day. There is also arrangement for providing help to backward children.

Office of a teacher carries some social respect in America. People look with respect to a teacher. On the other hand, the teachers are also very concious of their duties in America. They are very anxious to work amongst young men.

Natonal Education Association of America.—This body has all categories of teachers on its membership roll. Most of the teachers in America are ladies. There is a growing tendency amongst the ladies in America to go in for teaching, before they marry and settle down. In most of the States male teachers as well as female teachers get equal salary and equal status. Almost 50 per cent of the teachers are members to this national body of teachers. This body is the professional and the philosophical guide of the teachers. This body has its units established all over the State.

There is also a national body called American Federation of Teachers. This body tries to work in co-operation with other trade unions of America.

In short, it may be said that the teachers of United States of America are secure in their tenure and get reasonable emoluments. However, much more needs to be done in this direction.

POINTS FOR REVISION

(1) Teachers training developed quite late in America. Up to the end of the first quarter of 19th century, there was no scientific arrangement for the training of the teachers.

(2) It was in 1839 that first State Normal School was established in the State of Massachusetts. Then, in 1857 State Normal University was established.

(3) By and by the facilities for the training of the teachers grew. Today there is a scietific arrangement for the training of the teachers.

(4) There are certain qualifications and requirements that a candidate has to fulfil before he or she gets the admission in a training college or training institution.

(5) The future teacher has to posses certain academic qualifications, good character record, aptitude for teaching, psychological as well as physical efficiency and professional information.

(6) There are four categories of the institutions that impart training to the teachers. They are described below : —

(*a*) *Normal School.*—These Normal Schools have now assumed the shape of Teachers' Colleges ;

(*b*) *Teachers' Training Colleges* ;

(*c*) *Schools of Education* ; and

(*d*) *Education Departments* of different States.

(7) States as well as private agencies are working in this direction.

(8) The curriculum of these teaching institutes may be divided under the following heads :—

(*a*) General education, and

(*b*) Teaching training.

(9) In almost all the States of America the curriculum is like this.

Under General Education, a future teacher is taught language and literature, Mathematics, Economics, Music, Science, Social Studies, *etc.*

Under the programme of teacher training, he has to study Health Education, Education for Mental Hygiene, Child Psychology, *etc.*

Teachers are also given practical training and practice teaching.

(10) There is arrangement for certificates and degrees. These certificates are issued by the Education Departments of different States.

(11) There is also arrangement for research work and refresher course in the field of education in United States of America.

(12) In United States of America, the emoluments and conditions of service of the teachers differ from State to State. Rich States pay better salaries to the teachers.

There are no time scales in United States of America.

(13) Teachers are provided pensions and other facilities like Medical Leave, Casual Leave, Weekly Rest, *etc.*

(14) There are about 160 to 200 working days in a session. Saturdays and Sundays are holidays.

(15) Teacher are appointed on the basis of an agreement or according to certain rules and regulations.

(16) Teachers of United States of America, no doubt, have a good deal of security but much more needs to be done in this direction.

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CHAPTER XI

ADULT EDUCATION (SOCIAL EDUCATION) IN U. S. A.

Q. What are the various types of organisations that provide adult education in United States of America ? How do they help in the general educational programme ?

Adult education and its importance.—Some people are of view that a person cannot be educated about certain age. This belief is not very true. Now psychologists and educationists have come to the conclusion that no age is inept for education. Grown-up people of 30 to 40 years of age can also be educated.

For a demoratic country, it is necessary to have educated adults. Those persons who did not get opportunity to educate themselves, while there was age for education, must be provided with education later on. Unless they are educated properly, they shall not be able to discharge their duties as citizens of the country.

What is adult education ?—*Adult education* is the education in which people beyond the general or compulsory schooling ages take part. It includes several voluntary learning programmes.

There is another way of thinking that lays down that the adult education is an educational movement of all such young men and grown-up people who give greater importance to their own occupations and vocations and are unable to acquire education through formalised education but even then are interested in improving their educational attainments through continuous process.

Another group of thinkers.—Feels that adult education is such an educational programme that tries to do away with the herd opinion, servitude of the thinking of grown-up people and raises them above the monotony of their work and trains them in appreciation of values and trains them in the habit of judgement. It is a place where people join together, unmindful of their occupations and vocations and differences in life. They try to secure excellence in their life and bring about the development of the human society. They also try to bring about the development of culture and civilization according to their capacities and capabilities.

Historical traditions of adult education in America—For a pretty long time, people in United States of America continued to think that education can be achieved only at the compulsory schooling age. Later on, examples prove that satisfaction of intellectual hunger cannot be attained only at and up to a particular stage. It goes beyond that. When this fact was realised in America, several voluntary associations came into being.

We find that *in the 18th century*, there were certain cultural, social and political organisations that tried to provide education to their members. Although they were not termed as adult education bodies and their programmes also not called adult education programmes, even then their main object was to provide adult education. These bodies organised several mechanical institutes, philosophical and historical societies and arranged for lectures and declamation contest.

Lyceums.—In 1820, Lyceums came into being. They were nothing but lectures. Through these lectures an attempt was made to educate adults. In 1926 the Lyceums assumed the shape of a movement. By the time of the Civil War in United States of America, this movement had spread, almost in the whole of the United States of America.

Chantauqua Institution Movement.—This movement was also inspried by Lyceum Movement. In 1874, in the State of West New York, an adult education institution was established at a place known as Chantauqua. It can be called as an extension or improvement of '*Lyceum Movement*'. Under this movement, was arrangement for out-door life as well as provision for education and recreation, *etc.* Very soon this movement gained momentum. By and by this movement started making arrangement for exhibitions, seminars, concerts, directions in home reading courses, correspondence, *etc.* The First World War brought about an end to this movement.

Other arrangements.—By 1890 certain universities had been influenced by Lyceums and Chantauqua Movement and they had started *programmes for lectures for adults.* Chicago University was the first to do this in 1890.

Correspondence Courses.—Several universities also started correspondence courses. In this direction, universities of America were very much inspired and influenced by the universities of England.

The last phase of the 19th century and the beginning of the 20th century.—During this period millions of labourers came to America from England. Most of these laboures were semi-literates or illiterates. In order to provide them with working

efficiency and make them competent citizens of a democracy, several public intitution for adult education came into being in America.

Schools for adults.—In order to provide education to the adults, certain institutes for adults were started. In 1897, the first institution of this kind was established in New York. It was known as People's Institute of New York. The main plan of its programme was lectures and other things. By and by the programme broadened.

Nomenclature of adult education.—It was in 1924 that in Cleaveland, for the first time, the name of adult education came into use. It was nothing but a sum total of the programmes for the education of the adults.

Organisation and planning of adult education.—It was after the Ist World War that the adult education assumed its scientific and well-planned form. It was during this period that Brooklyn Institute of Arts and Science, New York, set apart a good amount of money for adult education and other items of social education. Lyall Institute of Boston, which had been established in 1839, also made arrangement for certain lectures and other programmes for adults.

During the period of 25 years starting from 1925 and ending 1950, adult education in America developed by leaps and bounds. Now it was realised that it was very necessary to educate the adults.

Classes for the education of the adults were held in rural as well as urban areas. Wherever the organisers could find a place, they started a class for the same.

Adult education today.—Now-a-days adult education in United State of America is being run as a mass movement of education. It is, in fact, an useful method for satisfying the eagerness for learning of the American people. Now it has become a thing of functional and creative importance in the life of the people of Amerca.

Finances for adult education.—Finances for adult education are provided by the Federal Administration as well as State Governments. People coming from outside are provided with education and for this the money is provided by the States. There are now millions of centres of adult education. Thousands of museums, reading rooms, centres of radio programmes have been established. It is assumed that now every adult who did not get opportunity to acquire edcation at the compulsory schooling age gets an opportunity to make up the deficiency.

In 25 States of America there is a definite programme of grant-in-aid for the programmes of adult education. There are several

institutions that provide part-time education to the persons engaged in different vocations.

A Director of Vocational Education has been appointed to supervise the programmes of adult education. Every day the programme for adult education is expanding, Facilities for adult education are falling short of the requirements. In facts, adult education in America has become diversified and variegated.

Aims, objects and functions of adult education.—Adult education in United States of America has the following aims and objects :—

(*a*) To provide education to every adult male or female member of the society.

(*b*) To make the citizens aware of their political, social, domestic and economic responsibilities and to equip them to be able to discharge them successfully.

(*c*) To make arrangement for such programmes for adults through which they may develop their qualities of citizenship and also make use of the facilities.

(*d*) To make for the teaching of subjects like English language and literature, Mathematics, Geography and aesthetic subjects like music, drawing, painting, science, general subjects, physical hygiene, *etc.*

(*e*) To provide such education to the adults through which they may grow into useful and able members of the family and society and know about their rights and obligations towards the society.

(*f*) To develop the qualities of sociality and sociability amongst the mrmbers, of different groups of culture, civilization and values.

(*g*) To acquaint the adults with verious national and international problems and provide them definite knowledge in this regard.

(*h*) To develop in the adults the requisite economic efficiency and to help them to acquire further knowledge in regard to their occupation and vocation.

(*i*) To provide such education to the physically handicapped through which they can earn their livelihood.

Functions of adult edusation.—In United States of America adult education is expected to discharge the following functions :—

(*a*) To provide opportunities for utilisation of leisure in such a manner that it may bring about inward communication, of reflection and ocassional solitude.

(*b*) To develop in the adults, the power of tolerance through which members of different social, political and religious groups may live together and listen to the ideas of each other. An attempt is also made to develop in them a liberal outlook.

(*c*) One of the important functions of adult education in United States of America is to develop in the adults the capacity to realise and visualise various personal as well as contemporary problems in a peaceful manner and also to provide them with such resources on the basis of which they may try to solve those problems.

Adult education also tries to train the people living in the rural areas about the use of various implications of agriculture. It also trains them about the requirements of agriculture.

In industrial areas, adult education, on the one hand, provides opportunities for recreation to the people working in different factories and workshops, on the other, it also provides further knowledge to them about their occupations and vocations.

Most of the adults are interested in nature study, tours, dramas, and such other programmes. Adult education has, therefore, to provide Programmes, for the education of culture and civilization, In other words, adult education must provide opportunities for the education of art and culture to the grown up people.

Education for citizenship.—In a democracy, there is the Government of the people, for the people and by the people. The citizens have to be trained in the arts of expressing their opinions freely about the policies of the Government. This is possible only through the programmes of adult education.

Utilisation of leisure and life-long study or life-long learning.—Adult education tries to train the adults in the art of utilisation of leisure. It also develops in them a spirit of life-long study or life-long learning.

Organisation of adult education.—Like other types of education, adult education in America is organised on the following lines :—

(*a*) Formal or formalised education ; and

(*b*) Informal or informalised education.

There are several formal as well as informal agencies in United States of America that look after the adult education. We may study them under the following heads :—

(a) **Formal adult education.**—There is a rich programme of formal adult education in United States of America. It includes institutes that run correspondence courses as well as the universities

that have their education expansion programmes. Following are the agencies that discharge their fuctions in this regard :—

(1) **Schools For Adults.**—There are shools that provide organised education to the adults. Mostly the teachers of the universities and other educationists make arrangement for the education in these institutions. As already stated, people's Institute of New York is the oldest institution of this kind.

There is no qualification laid down for admission to such institutes. There are regular courses for adult education in such institutes. Attached to such institues, there is generally a research department that tries to find out the requirements of a particlar locality or the group of people that have to go in for adult education.

(2) **Institutes of Adult Education.**—Lowel Institute of Boston is the oldest of this kind. In such institutes, lectures are organised on the topics that are of interest to the adults of the country. Several thousands of persons attend such institutes.

(3) **New Schools for Social Research.**—This is the product of the 20th century. It was established in 1919 with a view to organise programmes for progressive and higher education. The main object of this school is to provide knowledge of various social problems to the people who are educated and engaged in different vocations. There are several programmes of social education in these schools. These programmes inculde debates lectures, *etc.*, on various political, historical, social and psychological problems. There is also arrangement for education through correspondence.

(b) **Informal Adult Education.**—There are various organisations and associations in America that make arrangement for the adult education. These bodies do not have any definite programme or organised programmes. Given below is a list of such associations :—

(*a*) Lycemus ;
(*b*) Clubs for male and females ;
(*c*) Museums and reading room ;
(*d*) Dramatic clubs ;
(*e*) Radios, Movie clubs and movies ; and
(*f*) Newspapers and press, *etc.*

Agricultural agents.—These agencies were established under Smith Lever Act of 1914. Their main task is to acquaint the farmers with the latest techniques of agriculture.

Agencies for continuous process of adult education.—There are certain agencies that make arrangement for the continuous process of the adult education. There bodies are collective and co-operative bodies. They are of the following types :—

(*a*) Citizen' Committees,

(*b*) Labour Unions, and

(*c*) Commercial Bussiness Firms.

The main task of these bodies is to train their members in the jobs for which they exist. Lobour unions, for example, train their members for leadership.

There are several moving libraries and museums in United States of America. These bodies make arrangement for lectures, exhibitions, *etc.* There are certain other agencies of informal adult education in America.

Institutions of adult education.—There are several institutions and bodies in United States of America that provide adult education. We have talked about these institutions in the earlier pages. Here we shall try to give a more detailed description of these institutions and their working.

(1) **Universities.**—Uuniversities play a vital role in the spread of adult education in United States of America. There are about 75 to 100 universities that take part in adult education. Most of the universities, whether they are maintained by private agencies or run by States, play their role in this direction. New York University is considered to be ideal in this regard. It is a privately supported university, There is a department or division of general education that runs the programmes of adult education. The fee is charged for this programme of adult education from the educants but it is so reasonable that nobody feels it.

There are programmes of industrial education as well. Some concerns send their employees to these programmes of education. In such cases it is these concerns that pay their fees.

Programmes of adult education run by New York University may be divided into the following two categories :—

(*a*) Cultural programmes that include the study of foreign languages and literature like philosophy ; and

(*b*) Occupational or vocational training that is given to the employees of certain industrial concerns for their progress in employment. People, who are anxious to learn things, may also go in for the education of art, painting, book designing, book production, typography, *etc.*

It is the University of New York that has given national importance to adult education.

(2) **Correspondence Schools.**—There are about 500 institutions in United States of America which provide education to adult through correspondence courses. These schools provide education, direction and guidance in all the subjects. The most important institution in this field is International Correspondence School at Pennsylvania.

(3) **Night Schools.**—Night schools have played an important part in the education of adults in United States of America. These schools provide education in several subjects of occupational commercial, literary, cultural, recreational and domestic importance. These schools also provide general education from the lowest standard to highest.

(4) **Junior Colleges.**—These colleges, as already stated, are a new creation in the field of higher education in America. These colleges have also played a vital role in the field of adult education. They run evening classes and provide a community centre for the education of the adults. These colleges provide general, literary, social cultural and industrial education to the adults.

(5) **Labour Organisations.**—There are very big labour organisations in United States of America. These labour organisations have established several adult colleges and educational centres. In these adult colleges and adult centres, education is provided to the adults. It was in 1921 that first centres of this kind was established. These labour centres also provide training in leadership and acquaint the educants with the problems of labaur.

(6) **Community projects for adult education.**—When the community saw that the universities and adult educational institutions were playing a vital role in the field of adult education, it took up the job as well. Community projects are drawn keeping in view the local requirements. At several places Community Adult Education Councils have been established. It is these Councils that try to bring about the adult education.

Programmes of adult education of Community Projects.—The Community Adult Education Councils run a varied and variegated programme of adult education which includes the following :—

(1) Education of the labourer ;

(2) Civil defence education ;

(3) Commercial education and training ;

(4) Education for promotion and efficiency in employment ;

(5) Education for proper membership of the family ;

(6) Education for social and technical changes ;

(7) Education of problems of national and international importance;

(8) Education of constructive programmes through recreational activities; and

(9) Education of the physically handicapped and education of certain groups.

Finances.—As already stated, the funds for adult education are received from the State Governments and the Federal Administration. The aid that is received from these agencies is not sufficient to meet the expenses of the adult education. Sometimes certain private agencies and philanthropic individuals do come out with aids. Several Acts have been passed by the Government in this regard. Smith Hughes Act, Smith Lever Act and George Barden Act, *etc.*, are quite important Act in this regard. The aid given in this regard can be studied under the following categories :—

(a) Aid given by the State Govenments.—In this regard, certain States give more and certain States give less. The aid that is given is not sufficient to meet the entire expenditure. Institutions have, therefore, to collect funds by way of fees and other local sources.

Aid given by public institutions.—There are certain public bodies that give aid to the institutions that run the programmes of adult education. These bodies may be religious bodies, commercial firms and such other agencies.

Some adult educational institutions are so rich in themselves that they are able to meet the expenses without asking for aid.

Aid given by the Universities.—Many universities manage and finances the institutes and centres of adult education. In this regard, agricultural universities are ahead of other universities.

Aid given by private corporate and other Agencies.—Certain institutions secure aid from certain private individuals and agencies. Some of them are maintained with the help of donations that are given by certain other agencies. This type of aid differs from individual to individual and from agency to agency.

Workers' education—Education of the workers is quite popular in United States of America. In fact, it is an important part of adult education. Essentially it is made for the workers, but it includes programmes of adult education as well. Worker in America is a person who does not have a business of his or her own and he or she is paid for the work that he or she does.

The main object of workers' education is to develop the working efficiency and capacity of these persons. An attempt is

made to develop their efficiency and also train them in the ways by which they may get furthur promotion in their job. Since this education is mainly meant for the workers, it is termed as "*Workers' Education*". No doubt, as already stated, it has the elements of adult education as well.

Programmes of adult education.—Since the begining of the 20th century several agencies have taken to the programmes of adult education. The main agencies in this regard are the States and trade unions. Given below is a description of the various agencies that have taken to education of the workers :—

(a) **Programmes run by trade unions.**—Several trade unions of United States of America run and maintain the workers' education. In this regard, the largest union of America, *i. e*,, United Automobile Workers' Uuion, is running several programmes of workers' education. It has also established several institutions in this regard. Certain other trade union organisations, like International Ladies' Garments Workers' Union, Amalgamated Clothing Workers' Union, Farmers' Union, *etc.*, do play their part very successfully. Every year millions of people benefit by these programmes.

Certain trade unions have their cultural departments. These departments run various programmes of this kind.

(b) **Programmes of workers' edcuation run by the State.**—State also plays its part in this regard. First of all, this was done in the year 1933 under New Deal Act. In fact, this Act was passed with a view to end unemployment. Later on, this Act gave birth to several programmes. Since then, almost 30 States of America have taken to Several programmes of this kind. There are programmes of debate, exhibition and other recreational activities. Workers engaged in this task are also encouraged to do some research work in this direction.

(c) **Programmes arranged by the States and other local bodies.**—The State Administration and local units of State Administration as well as local bodies have drawn up programmes for the education of the workers. Some of these programmes are casual while the others are whole-time.

(d) **Programmes of adult education carried out by national agencies.**—There are several national agencies for adult education. In this regard, two are quite important :—

(*a*) Labour Education Centre, which was established in the year 1921 ; and

(*b*) American Federation of Labour.

In fact, the former agency is affiliated to the American Federation of Labour. These two agencies do carry out several

programmes of labour worker's education as well as adult education.

Schools for workers.—There are several schools for workers in America. These schools are specialised in the programmes of workers' education. The first school of this kind was established in 1898 in the city of New York. There were other schools before that as well, but they were not so well organised.

Now there are several programmes of adult education as well as workers' education. These programmes are carried out in a scientific and planned manner.

Youth education.—Youth education is also very important in United States of America. In fact, youth education means the education that is imparted to the young men after their leaving the school or college and entering into some vocation or occupation. Several socio-economic agencies in America have insisted for such an education. Several problems have cropped up that affect the life and living of these young men. Attemps is made to solve these problems. The period for these young men and women, after their finishing the education and before entering into some occupation, is the period of crisis. This period of crisis has to be met successfully and the problems solved. There are several programmes for the welfare of these young men and women. There are several agencies that play their part. Given below is a description of these agencies :—

Government agencies.—The Gcvernment of United States of America has drawn up several programmes to provide a new deal to the young men and women. In order to provide this deal several programmes have been drawn up. One of these programmes is Civilian Conservation Corps. This Corps tries to meet the physical and psychological requirements of the students through several programmes. Then there is provision for whole-time programme for reforestation and land reclamation. In 1935 National Youth Administration was set-up. This agency tries to provide part-time and whole-time jobs to young men and women. After the Second World War, National Security Organisation was set-up. This Organisation run under the Defence Department of United States of America tries to meet the requirements of unemployed young men and women.

Non-Governmnet agencies or voluntary agencies.—In 1935, American Council of Education appointed an American Youth Commission. This Commission was appointed with a view to study the problems of young men and women. On the basis of the report submitted by this Commission several programmes for the guidance of young boys and girls were drawn up. Several individuals as well as organisations came forward with plans for

the guidance of young men and women. Now there are over 50 such zealous organisations and some other organisations that are trying to guidance, education, protection, recreation and other health giving activities. Several programmes have been draw-up. Given below is an outline of these programmes :—

Different programmes of Youth Education.—After finishing the education, young men and women are in need of jobs. They have to be counselled and guided in this field. These bodies have a programme for the education and guidance of these young boys and girls. Several private as well as Government agencies organise these programmes. Following types of programmes are drawn up, and attempt is made to carry them out :—

(*a*) Programmes of vocational or occupational efficiency ;

(*b*) Programmes for job experience ;

(*c*) Programmes for apprentice training ; and

(*d*) Programmes for providing part-time jobs to young men and women, like members of some trade union body.

Vocation Division of Education Office.—There is a Vocation Division of the Education Office of these organisations, whose main task is to try to get these jobs for these young men and women.

There are certain Co-operation Schools aad Colleges that have a work study plan for the education of the youth.

These youth education programmes aro developing every day. They have a bright future.

POINTS FOR REVISION

(1) Adult education means education for the people who have grown beyond the compulsory schooling age or general schooling age.

(2) Adult education includes programmes for general education as well as vocational or commercial education.

(3) In America adult education developed in the 18th country. By and by this programme of adult education went on progressing.

(4) It started with the programmes of Lyceus and today it has assumed a very well planned shape.

(5) After Lyceums, there came Chautauqua Institution Movement. Under this movement several schools and some other programmes were organised.

(6) In the 19th century several institutions like universities and other public bodies came in the field and they tried to provide a proper base to adult education.

(7) In the 20th century, specially after 1920, this programme went ahead progressively.

(8) The main function of adult education is to provide proper utilisation of leisure as well as general education to grown up people.

(9) Adult education also brings about the individual, psychological, cultural, social, vocational and economic development of adults.

(10) *Adult education is of two types* :—

(*a*) Formal adult education ; and

(*b*) Informal adult education.

(11) *Following institutions carry out the programmes of adult education* :—

(*a*) Universities ;

(*b*) Correspondence schools ;

(*c*) Night schools ;

(*d*) Junior colleges ; and

(*e*) Labour unions.

(12) There are also community projects for the education of the adults.

(13) *Community projects are multipurpose projects that includes the following* :—

(*a*) Education of the labourers ;

(*b*) Education for Civil Defence ;

(*c*) Occupationanl and Vocational training ;

(*d*) Education and training for efficiency in jobs and further promotions ;

(*e*) Education for membership of the family ;

(*f*) Education for social and technical changes ;

(*g*) Education of national a nd international problems ;

(*h*) Education of creative activities through recreational programmes ; and

(*i*) Education for physically and socially handicapped.

(14) *Following are the various sources of finances for adult education* :—

(*a*) Grants-in-aid from Federal Administration ;

(*b*) Grants-in-aid from State Governments and Administrations ;

(*e*) Donations from individuals and public bodies ; and

(*d*) Help from the universities and other organised agencies.

(15) There is also rich and variegated programme of adult education in United States of America. It started mostly in the 20th century. Two World Wars had a good deal of effect on it.

(16) *Following are the various programmes of labour education* :—

(*a*) Programmes organised by trade unions;

(*b*) Programmes organised by the State Administration and Government;

(*c*) Programmes organised by Local Bodies and Local Units of Administration;

(*d*) Programmes organised by National Agencies of Labour; and

(*e*) Programmas organised and run by various colleges and universities.

(17) There is also a rich programme of youth education in United States of America.

(18) In youth education programmes, there is arrangement for solving the problems of young men and women, after their coming out of the schools and colleges and before their taking up some job or occupation.

(19) The period for young men and women, after their leaving the education and before entering some occupation or vocation is called the period of crisis. There are several agencies that try to carry out these programmes. There are two types of agencies that take active part in these programmes.

(*a*) Government agencies; and

(*b*) Non-Governent or voluntary agencies.

(20) Youth education programmes include training to young men and women for the jobs as well as training them for life.

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CHAPTER XII

EVALUATION OR EXAMINATION SYSTEM IN U. S. A.

Q. Describe briefly the organisation and the working of various evaloution agencies in United States of America in the field of education.

Or

Give a comparative study of the old and new examination systems in America and explain the utility of new examination system. How far this system is in consonance with the democratic atmosphere of the country ?

Importance of evaluation.—Since the beginning of the education, the technique of evaluation has also been there. It is this evalution that leads to standardization. In America there was no uniform system of giving degrees and diplomas. Every university or college used to give its own degree or diploma. Attempts at standardization started in the 19th century, but they got their due in the 20th century. In 1907 American Medical Association and in 1908 Carnegie Foundation for Advanced Learning made creditable in their direction. During this very period several Regional Associations as well as North Central Association drew up their plans for evaluation and standardization. In 1925 and 1927, American Association of Music and American Association of Teachers, respectively, started work. This work went on progressing and by fifties this movement for evaluation and standardization had gained its due place.

Development of the agencics of standardization.—These agencies are of recent growth. Formerly every college or institution had its own standard. Now it is not so. The Education Department of the State bears the responsibility of inspecting various primary and secondary schools as well as the colleges. After the inspectien, these colleges are given certain recongnition. Now several agencies are working in this direction. They include various universities and boards.

Regional agencies of standardization.—In America, there are several agencies that work for standardization after proper evaluation. The country, in this regard, may be divided into the following four regions :—

1. Northern Region;
2. Southern Region;
3. Western Region;
4. North Western Region; and
5. Central Region.

Every region has an agency or association devoted to this task.

System of evaluation and standardization of the Regional Association and their working.—Every Regional Association has certain State under its jurisdiction. The task of the Association is to carry out inspection of various educational institutions, evaluate their working and provide them with recognition and certain standards.

These agencies also try to establish co-ordination between the working of the institutions for secondary education and institutions for higher education. These agencies also try to raise the standards of these institutions. Following are the various programmes that are carried out by these agencies:—

(*a*) To lay down the policies in regard to the teaching spirit and the instructions in various colleges.

(*b*) To lay down the required qualification of the teachers.

(*c*) To lay down the number of the working hours, days weeks and session.

(*d*) It is this agency that lays down the teacher-taught ratio. It decides the number of the students that a teacher should teach at a time.

(*e*) It is this body that lays down the requirements of the school buildings. It has its own standards of hygiene, and the institutions have to conform to these standards.

(*f*) It provides counsel and advice to the institutions in regard to the size of their reading rooms, books and other arrangements.

(*g*) These agencies also provide counsel in regard to the following:—

(*i*) Admission of the students

(*ii*) Board of education

(*iii*) Financial arrangements

(*iv*) School records, *etc.*

System of recognition of secondary schools.—There is also a system laid down for the recognition of secondary schools. Through this system, a standard of education is prescribed. This standard is prescribed after having proper evaluation of the requirements of education and the society. A list of secondary schools is prepared and comprehensive information in regard to their

working is secured. These schools are expected to send this information to the Board or the Agency under whose jurisdiction they fall. All such reports about the schools are presented before a committeewhich consists of the members of the Education Department of the State, representatives of State Universities and other colleges and institutions. On the basis of these records, the institutions are classified and their specialities are indicated.

There is Secondary Education Board for every region that does all this. It is in these meetings that the drawbacks and the shortcomings of the institutions are also considered. Institutions are given proper advice and counsel for correcting these mistakes. This process continues from year to year.

Other agencies of standardization.—There are two types of agencies of evaluation of the educational programmes and their standardization :—

(*a*) State Stanardization Agencies ; and

(*b*) National Agencies.

State Standardization Agencies.—It is the Education Department of the State that acts as the Standardization Agency for the educational set-up in the State. It is the duty of every State to try to improve the standard of education within the limits of that State. It has also to look after its working and lay down the standards of examination and other requirements.

Certain States have made a separate arrangement for this function. In these States the State Government does not act as a Standardization Agency. State agencies have their jurisdiction within the four limits of different States. It is the State Governments that have been given constitutional rights and legal authority for the standardization of education.

National Standardization Agencies.—Other than the Regional and the State Standardization Agencies, there are certain National Agencies of Standardization. These agencies lay down standards for the entire nation. They are there to lay down an uniform standard of education for the whole of the country. These agencies try to lay down uniform standards in the field of university education, teachers' training and other fields. The Association of American Universities, the American Association of Teachers' Educational Colleges are such organisations. Some of these bodies are also connected with international association of standardization.

EXAMINATION SYSTEM IN AMERICA

Q. Give a a brief description of the Examination System in U. S. A.

Importance of examination, evaluation standardiza-

tion.—Examination is an integral part of any and every system of education. It is after examination that the society is able to have an appraisal of the educational standards. In almost all the systems of education in the world, examination system does its work. It is on the basis of the examination that the teacher is able to gauge his success at teaching and the students are able to assess their ability for learning. On the basis of the results of the examinations, the teachers are able to modify their teaching and the students are able to put in more of labour.

Examinntion system in United States of America.—In olden days, like other countries of the world, the main aim of the examination was to make the students memorize the things written in the books. They were also required to be present in the classes. A good deal of stress was laid on their conduct and character. There was a system of oral examination. Every day, after the class, the teacher would conduct an oral examination and put down the marks. In the end of the year, on the basis of these marks and attendance in the class room, as well as the conduct of the students, the relative success of the students judged.

Examination system develops along with the development in the methods of teaching. According to the requirements of the teaching, reforms are conducted in the examination system. This was done in America also.

Beginning of the new system of examination in America.—In spite of all the experiments carried out in the examination system, it could not grow up-to-date. Students started feeling that the system was dry and difficult. Standards of conduct also became rigid. Seme teachers thought that slow talk and whispering was also indiscipline. All these things had an adverse effect on the minds of the people, in regard to the examination system. People, therefore, started feeling that the examination system must change.

It was *in the 20th century, that this dissatisfaction found its maximum outlet.* Educationists started feeling that this system must change. They also started searching for new system of examination. Various educational associations and boards carried out experiments in this direction and evolved a new system of examination.

New system of examination or new tests.—It is believed that an examination system must have the capacity to judge the power of thinking, knowledge of the subject, writing ability and power of expression of the students in a proper manner. A system of examination that does not posses these requirements shall not be called a successful system. The old system of examination of United States of America lacked these things. In those days examination for the secondary students was considered to be a privilege and a special opportunity, but now-a-days it is not so.

Educationists feel that the system of examination must be democratic. It should be within the reach of all the students. The new system of examanation tries to fulfil these objects. It is a system that tries to measure the personality and the ability of the students. Following things are very much laid stress upon in the new examination system :—

(a) **Personality test.**—This includes the assessment of the conduct, behaviour, physical capacity and the personality.

(b) **Aptitude and interest.**—Now the whole system of education is based upon the aptitudes and interests of the students. Students are made to read the subject for which they have interest and aptitude. In the present system of examination in United States of America, every attempt is made to assess these qualities of the students. This type of assessment helps the students to go into various vocational and technical courses. This test is very helpful at the secondary stage of education.

(c) **Intelligence test.**—Through this test, an attempt is made to have an assessment of the innate capacity of the students. On the basis of this assessment, the students are guided and directed to go in for certain courses. The new system of examination lays a good deal of stress on it.

(d) **Achievement test.**—Under this test, an attempt is made to have an appraisal of the knowledge of the students in regard to different subjects. Through this test it is possible to know how far students have grasped the subject or the subjecs taught. Even the system of examination had this thing as its part. It is on the basis of this test that students are promoted to the next higher class.

New system of examination, symbolic system of examination.—The new system of examination of United States of America is a symbolic system of examination. It had its beginning 25 to 30 years ago and it is now prevalent in most of the educational institutions of America. Under this system of examination, *Objective test* are held and the students are expected to put forward short and symbolic answers. Generally the question paper is longer than which can be attempted within the prescribed time-limit. If a student is able to solve it within the time-limit, he is supposed to be an extra bright student. It is presumed that this system of examination has a mathematical exactitude.

Different types of tests are prescribed for different stage of education and examination.

Frequency of examination and other requirements.—Examination system in America differs from State to State and sometimes from school to school. It may be held every day or at the end of the whole month or at the end of the whole year.

There are several systems of examination prevalent in this country. Generally there is a system of monthly test at the end of the month. A paper for an hour or two is set and the students are exemined in different subjects.

In different schools teachers conduct weekly examinations. Some of the teachers are in favour of having examinations even at a shorter interval. Some of them are in favour of having daily tests.

In spite of all these differences in the system of examination, tests are held twice or thrice in a month. In certain schools, there are special arrangements for holding examination.

Exemption from examination.—There are certain categories of the students in United States of America who are exempted from the examination. In fact, there is a tendency to exempt such students from the rigours of examinations who have done satisfactory work under certain prescribed circumstances. An attempt is made to encourage the students to take up a work for the sake of the work and not bother about the results. If a student has succeeded at the practical examination or has done good work outside the school, he is exempted from the examination. Those educationists who are supporters of this thinking are of the view that this practice saves time and energy.

Examination and evaluation.—Once the tercher has taught the subjects to the students and given requisite instructions, his main job is to see how far the students have grasped the subjects taught, how much the teaching has changed his behaviour and personality. If a system of examination is able to assess these things, it is a successful system of examination. Not only in education but in other fields of life, evaluation of the effect or appraisal of the impact is considered a scientific method.

If, from time to time, the progress of the student is assessed and he is also acquainted with the progress he has achieved, it is helpful to him. It encourages the students to put in greater labour and achieve greater success. They are also able to know about their faults, drawbacks and shortcomings. With the help of the results, the teachers and the students are able to have appraisal of their work.

Scientific system of education.—As we have already stated, in America, there is a system of examination of giving marks to the students at the end of every day's work. At the end of the year, on the basis of these marks, the students are promoted to next higher class. Educationists did not approve of this system. They thought that this system was more subjective than objective. Giving of marks was very much influenced by the subjective factors of the teachers. In order to do away with

the defects and shortcomings of this system, the new system of objective test was evolved.

The new system of examination has a solid foundation. It tries to create the basic background for the examtion. There are certain standardized tests and, on the basis of these tests, an attempt is made to have an objective measurement of the achievement and the capabilities of the students.

New system of examination—its general merits, working and ability or advantages.—The new system of examination *can be divided into two parts* :—

(*a*) First part deals with the general merit of the students. An attempt is made to have consideration and assessment of the individual merit or capability of the students. Tests are held for it.

(*b*) The second part of this system of examination is dagnostic considerations. Under this part of the examination an attempt is made to assess the comprative ability of the students in regard to certain subjects.

Now great reliance is laid on the second type of tests. In America there are standardized tests for primary and secondary stages of examination. Several test scales are employed for different subjects. We also find that individual institutions have their own tests and standards. Every attempt is being made to make test objective to the maximum possible extent.

POINTS FOR REVISION

(1) Towards the end of the 19th century, a movement for standardization in the field of education grew in America.

(2) An attempt was made to have a proper evaluation of the educational set-up and lay down certain standards.

(3) It is the 20th century that saw proper flourishing of this system of standardization.

(4) For the purpose of standardization, the century has been divided into five regions. Everv region has an agency of standardization. The following five agencies look after this task :—

(*a*) North Central Agency of Standardization.

(*b*) Middle State Association of Standardization,

(*c*) Southern Association of Standardization,

(*d*) Western Association of Standardization, and

(*e*) North West Association of Standardization.

(5) It is these agencies that lay down standards in regard to buildings, methods of teaching, number of students, *etc.*

(6) There is a system of recognition of secondary schools and this system is very helpful in the field of standardization.

(7) There are two types of agencies of standardization :—

(*a*) State Agencies ; and

(*b*) National Agencies.

(8) Within the State, it is the State Department that acts as an agency of standardization. Some States have a separate system as well.

(9) Examination system is a system of judging the acheivements and the capabilities of the students.

(10) Formerly in America there was a system of giving marks every day and promoting the students to the next higher class on the basis of the marks secured during the whole of the year.

(11) Educationists felt that this system of examination had subjective element in it.

(12) In order to do away with the defects of the old system of examination, a new system of examination has been evolved. This is known as New Test Scheme.

(13) New examination system lays stress on the following :—

(*a*) Personality Test,

(*b*) Test of the Interest and the Aptitude,

(*c*) Intelligence Test, and

(*d*) Achievement Test.

(14) In America, there are different system of examinations. In fact, this system differs from State to State and from institution to institution.

(15) Now every attempt is being made to standardize the new tests.

(16) America is heading towards the scientific use of new system of examination.

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CHAPTER XIII

VOCATIONAL EDUCATION AND GUIDANCE IN U. S. A.

Q. What is vocational education ? Give a historical background of the development of vocational education in United States of America and its present-day working.

Or

Write a short essay on vocational education and guidance in United States of America.

What is vocational education ?—Vocational education has a comprehensive connotation. It includes all suh practices and jobs that help a man in any vocation or occupation. In other words, this term may be indicated to include all such organised and controlled experiences that help a man in taking up any of the social occupations. In short, vocational education is preparation for taking up some social occoupation.

The history of the development of such experiences is very old. Since time immemorial man has been trying to prepare himself for jobs in the society. With the growth of industrialization and scientific development, need for skilled men increased. This happened, firstly, in Europe and then in United States of America. In 1876 a meeting was held in Philadelphia and a plan was drawn to prepare skilled men. The programme of vocational guidance got further encouragement and fillip in the 20th century. In fact, people from Europe started coming in lesser number and so America started its own preparation of skilled men. Educational institutions were entrusted with the task of preparing skilled workers. Leaders of the society encouraged the institutions to provide vocational efficiency to young men. With this pressure and the requirement of the society, *Curriculum Institutions* were started, including several vocational and commercial subjects. In spite of all these steps, the needs could not be met and so in 1913 a Commission was appointed to go into the requirements of vocational institutions. Then came *Smith Hughe's Act of 1917* and *Federal Board of Vocational Education* was established. By and by vocational education went on increasing and gaining ground. In 1929, came George Reed Act that gave further increase in the Government grant-in-aid. George Ellizey Act of 1934 and George Deen Act of 1936 brought about further increase in the amount

of grant-in-aid and gave greater encouragement to vocational education. Then in 1938, when the clouds of Second World War were hovering over the horizon of the world, this vocational education got a big leap. In fact, the country needed skilled soldiers and defence personnel. It needed pilots, mechanics, scientists. In fact, the defence and the war requirements of the country brought about a wonderful change in the field of vocational education. Since then, this speed has not gone down. On the other hand it is progressing rapidly.

Programme and working of vocational education in United States of America.—Programme of vocational education in United States of America may be split up, for the convenience of study, into the following two parts :—

(1) Part-time education ; and

(2) Regular or whole-time education.

Part-time education.—Under this scheme, young men, who are employed in certain vocations or occupations, are given part-time education to increase their vocational efficiency. Sometimes they are also sent to such institutions for whole-time training or education. There are certain centres for such education where these young men are sent. Generally these young men have crossed the compulsory schooling age.

Regular Programme of vocational education.—Under this programme, vocational education forms a part of the general secondary education. Students are imparted this specialised education along with the education of other subjects. This provides them with an opportunity to continue their higher studies in these vocational subjects or to take to some vocation, when required.

Paid Programmes.—There are certain institutions where students are provided paid education. These centres are attached to certain secondary schools. Here the students work for certain hours in a day, for which they are paid.

Through all these programmes, vocational education is progressing in America in a scientific and planned manner. Given below is a brief description of various programmes of vocational education :—

1. Vocational training system or apprenticeship system.—Under this scheme, students who have received wholetime or part-time vocational education, are given some remuneration and receive vocational education. This is like a paid apprenticeship. There are several institutions of this nature in the States and the story of this type of education is also quite old.

2. **General vocational education programme.**—This programme is organised by different schools, colleges and universities imparting vocational education. It may be divided into the following four categories :—

(*a*) Industrial Education,

(*b*) Business and Commerce Education,

(*c*) Agricultural Education or Education for Agriculture, and

(*d*) Home Economics Education.

Industrial education.—Indussrial education forms an integral part of the secondary education. Here, along with English, History, Science, Mathematics, Arts, *etc.*, and education of different industries such as different machines, motor cars, railways, aeroplane, radios, carpentary, metal work, *etc.*, is also given. Teaching of all these subjects in secondary schools is more or less like industrial concerns. The method and the style is also more less the same. These are several private trade centres as well. These schools impart industrial education.

Business and Commerce Education.—This education forms a part of the prevalent vocational education. Under the scheme of education, young men are imparted education in diversified activities in regard to business and trade. This education is not new for United States of America. Even before 1937, there was arrangement for preparation of typists, stenographers, store-keepers, *etc.* In United States of America today there is arrangement for commerce and business education at the secondary college as well as university level. The main object of this education is to provide the capacity to the young men to secure job for earning their livelihood.

Agricultural Education.—The education has a national importance in United States of America. There is a comprehensive programme for this aspect of education. Young men are imparted education in regard to different aspects of agriculture such as farms, farm shops, tilling of the land, marketing of the produce, *etc.* Students are given every opportunity to go out to the fields and acquire practical training. Teachers guide the students while they are carrying on the practical work. While the students are acquiring such an education, they are given every opportunity to earn something as well. There are farms as well as barns attached to the institutions that impart education in agriculture.

Education in domestic science.—Under this scheme of education, young boys and girls are imparted education in regard to domestic life and day-to-day activities of the family life. Housing and home furnishing, child care, health, food, clothing, family control, family budget, *etc.*, are taught. Intending entrants to the

family life are also taught about the problems of the family life and the way to entertain the friends and the guests. Under this scheme of education, the teacher acts as a guide and the students are also given practical training. Certain girls' institutions also make provision for the training of typists, stenographers, clerks, *etc.*

Education for Vocational Efficiency or Education for Trade Expansion.—In United States of America there is rich arrangement for the education of the persons who are already engaged and employed some where or the other. An attempt is made to increase the vocational efficiency of the employees. In this job the employers come out with financial assistance. Other institutions also make rich arrangement in this field.

Financial assistance for vocational education.—There is a country-wide Councial of Financial Aid to Education which tries to finance various programmes of vocational education. It secures finances from several sources and tries to provide finances to the institutions that make arrangement for such education.

Technical Education in United States of America.—We all know that United States of Amirica is an industrially advanced country. Such an industrially, advanced country cannot live without technical education. America is rich in all aspects of technical education.

Land Grant Colleges.—In fact, the scheme of Land Grant Colleges started towards the second half of the 19th century. In fact, the main object of this scheme was to provide land to different private individual and collective agencies for opening and starting technical school, colleges and institutes for technical and vocational education. In fact, the main object of this scheme was to provide fillip to teachnical and vocational education.

Organisation and programme of Land Grant Colleges.—According to the Act of 1862, every senator was given about 30 acres of land for establishment of such colleges. The main object was to run technical institutions out of the institutions from this land. The Federal Administration continued to provide help to this scheme. In 1914, Smith Lever Act entrusted these institutions with the community extension programmes. Since then, these institutions have been making a good deal of progress.

Object and programme.—The main object and the programme of these institutions is to prepare skilled mechanics and engineers for the country. By and by these colleges developed their agriculture programmes and they also started giving education in home economics as well. Now these institutions are multipurpose institutions that carry out the followinwing three types of programmes :—

1. Experiment and research work;
2. Organisition of extension programmes; and
3. Education and organisation of co-curricular activities.

All these three programmes act as complementary to each other. They form the triangle of the whole programme.

Vocational guidance.—Guidance is intended to provide education to young boys and girls according to their aptitudes. In United States of America, there is a rich programme for vocational guidance. This arrangement is also not very new. Since long there has been a tradition of vocational guidance. This progrgmme of vocational guidance was informally conducted. Now it has assumed a formal shape.

In 1862, during the Presidentship of Abraham Lincoln it had been provided that the Federal Administration shall provide assistance for the devevlopment of industrial, commercial and agricultural education. By and by this assistance went on increasing. In 1908, a Social Welfare Agency was established. The main task of this agency was to provide employment to unemployed persons and to provide them guidance in this regard. In 1913, this effort assumed a scientific shape in form of National Vocational Guidance Association. In 1939, Vocational Information and Guidance Service was established. The Federal Administration under Federal Vocational Act provide finances.

Programmes of Vocational Guidance.—The programme of vocational guidance in United States of America is very well planned. It consists of the following:—

(*a*) Examination and testing of the students and finding out their interests and capabilities.

(*b*) Once this test has been carried out, proper counselling and guidance is provided.

(*c*) There are Guidance Councils who conduct all these tests with the help of scientific measures.

(*d*) There are several examination centres far this task.

(*e*) There is a Special Officer, in about 60 States of America, who try to look after the progress of Vacational Guidance in the country.

(*f*) In almost 50 per cent of the States there are Employment Offices. These offices have separate departments of examination and testing.

Almost all the officers provide proper counselling and guidance to the future emphloyees. Guidance is so provided that the workers are able to prove their efficiency and get rewards.

Students' personal service.—The main job of this institution is to provide guidance to the students in the schools and colleges. Under this scheme, the physical and the mental capabilities of the students are also studied and they are also provided with guidance in regard to character building and planning their future.

Vocational Guidance at different leavels of education.—There are different programmes of vocational guidance at different leaves of education. These programmes have been drawn up with an eye on psychological and physical requirements of the young men. Psychological tests are conducted and an attempt is made to assess the aptitude, intelligence and personality of the students. On the basis of the records about all these things, every attempt is made to provide proper guidance to the students. This scheme is progressing every day.

POINTS FOR REVISION

(1) Vocational Education includes all education that is provided for bettering the economic efficiency and helping people to acquire some occupation or vocation.

(2) With the development of industry and agriculture in America, the need arose for having a varied and rich programme of vocational education.

(3) The two World Wars gave further fillip to vocational education in America.

(4) Vocational educationa in America may be divided into two parts :—

(*a*) Part-time vocational education.

(*b*) Whole-time vocational education.

(5) There is also scheme for paid-apprenticeship in United States of America. Under this scheme a student can learn as well as earn.

(6) General vocational education programmes include the following :—

(*a*) Industrial education,

(*b*) Commerce and business education,

(*c*) Agricultural Education, and

(*d*) Education for home economics.

(7) There is also arrangement for education for vocational efficiency or trade extension in United States of America. Under this scheme of education an attempt is made to increase the efficiency and the working capacity of the persons employed in various concerns.

(8) There is also a scheme of Land Grant Colleges. These Land Grant Colleges were established under Moril Act of 1862.

(9) This main intention of these colleges was to provide encouragement and fillip to technical and vocational education.

(10) Under this Act, every senator was provided with a piece of land of about 3 acres in order to give a fillip to technical and vocational education.

(11) Now these colleges carry out a triangular programme of research and training, extension programmes and imparting education.

(12) There is a rich programme of vocational guidance for young men and women in United States of America.

(13) Under this programme of vocational guidance, the aptitudes, intelligence and the personality of young boys and girls is tested. Then they are provided with suitable employment.

(14) There is arrangement for vocational guidance at several stages of education.

(15) There are national institutions like Bureau of Employment, Employment Offices, National Vocational Guidance Association, Vocational Information and Guidance Service, that help in vocational guidance.

(16) This institution is progressing every day and the future seems to be bright for it.

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CHAPTER XIV

EDUCATION FOR INTERNATIONAL UNDERSTANDING

Q. What is the importance of education for international understanding today? How far is this type of education useful in bringing about world peace and understanding amongst various nations of the world?

International understanding.—In olden days, internationalism was only a dream. Nobody thought that a time would come when the world would be one and people of one country would be able to have close contacts with the people of other countries. In those days, there was a conception of certain gods and deities. Discovery of America by Columbus struck a strong blow to the concept of international distance. Then came scientific inventions. These inventions opened the door of international understanding.

Education for international understanding in America.—The main object of education in America is to train the students for successful citizenship. In the present set-up citizenship is not limited to the fore-boundaries of one nation only. This concept spread far and wide. The movement for the citizenship and world Government is growing day-by-day. Now man is dreaming of a day when the whole world shall be one. On account of this concept nations are developing closer contacts amongst themselves. This has led to the development of international bias in education.

Now we have a body called United Nations Organisations. It is a body which is trying to bring the nations together and make them sit together on a common platform. One of its agencies is known as U. N. E. S. C. O., *i, e.*, United Nations Educational Scientific and Cultural Organisation. It is trying its best to contribute to the field of education for international understanding.

Historical retrospect of education for international understanding in United States of America.—In olden days, it was thought desirable to bring about international understanding through education. Many leaders of the world tried to march forward in this direction. In fact, such attempts

marked the beginning of education for international understanding.

In United States of America, such an attempt was made, for the first time, in the 17th century when a Pacific College was established. This attempt did not make that success worth mentioning. In the beginning of the 19th century, a French scholar named Marc Antoine Jullien again made an unsuccessful attempt in this direction.

It was in the 20th century and specially at the time of the First World War that such an attempt was started in a scientific manner. *In fact, that was the time of thinking in this direction. It was during this period that President Woodrow Wilson conceived of an idea of international organisation which later on came to be known as League of Nations.* It was during this period that in 1914 Mrs. Fannie Fern Andrews organised an internationl conference at Hague. It was in this conference that it was resolved to bring about international understanding through education. It was after the First World War that this line of thinking achieved greater encouragement and success.

In 1921, an attempt was made, under the aspices of League of Nations, to study the problems of national co-operation and international understanding through education. Consequently, in 1926, the *Commission on intellectual Co-operation* was appointed. The main object of this Commission was to bring about international understanding through text-books, radio, teachers' organisations and such other bodies. However, this organisation too could not achieve much success. *The International Bureau of Education* was established at Geneva in 1925. It was a privately organised body whose main object was to collect information in this regard and secured official sanction of different nations of the world. Then the League of Nations, through its international cultural programmes, tried to meet this objective. It did succeed in seeking the co-operation of countries like England, France, Germany, *etc.* It was in 1939 that United States of America got itself affiliated to it and established a division of cultural relations.

Second World War and international understanding.— It was after the Second World War that education for international understanding got real encouragement and fillip. In fact, the main object of this line of thinking was to avoid recurrance of war. It was very seriously felt that war could be avoided only through education. With this object in view an Institute of International Education had been established at New York. By and by several such institutions were established in different parts of the country. In New York an institution by the name of 'International House' was established. Such Houses were established in other State of the country.

With the establishement of these International Houses, American people came to realise that education must impart the teaching of Universal Brotherhood and International Understanding. With this object in view, several Co-operating Houses were established. Many universittes of America, such as Lawrence University, California University, Texas University, also started programmes.

Under the auspicious of International Education Centres, American young men are sent to othes countries and young men of other countries are invited to United States of America for this job. By 1953, about 80 States had become members of this organisations. It was under the auspices of these International Education Centres that Alumania Club was established in Japan. Later on, programmes for exchange of fellowships were drawn up.

Development of progress of International Houses.—By and by the other institutions of international understanding also secured further progress. Several such organisations were established. Then came the scheme of the Co-operating Houses. These Houses provided an opportunity to the students from different countries to live together as brothers and pursue the real object of their education. Students from Japan. Italy, Netherlands, France, Israel, India, *etc.*, started living in these Houses. While living in these Houses, they pursued their education. These Houses got greater encouragement on account of the rising cost of living.

In America there are several such Houses. Different universities of America are trying today their best in this regard.

In the modern set-up several schemes of education for international understanding are growing up.

Other programmes of education for international understanding.—The Second World War presented a ghastly picture of the destruction of humanity. This thing led people to think all ways and means for world peace and world understanding. Explosion of Atom Bomb and the development of nuclear weapons, accentuated the scheme for international understanding. America had beea an active partner in the Second World War and so thinkers here planned out ways and means for international understanding. United Nations Organisation put forward its own programme in this regard and America co-operated in it. American people planned ways and means for helping the people of underdeveloped countries in the field of education. Several programmes for cultural exchange with other countries were drawn up. Facilities for cultural

contacts were improved. Given below is an outline of these programmes:—

National Education Association.—It is a body of national importance in America. Educational officers and teachers are its members. In 1920 this body established an International Relations Committee. The main job of this committee was to bring about international understanding and cultural relationship between different countries. In 1945, this body helped the establishment and development of U. N. E. S. C. O. (United Nations Educational, Sceintific and Cultural Organisation). Now U. N. E. S. C. O. is not the property of United States of America only. It is an organisation which looks after such programmes in different countries of the world. This organisation runs schemes of education for young men of different countries of the world. In 1951 an assembly of U. N. E. S. C. O. was held at Paris. This assembly drew up a special programme for the traing of the teachers. It has established six Regional Centres.

In 1946, National Education Association of America drew up its own programme, of course, in collaboration with U. N. E. S. C. O. for inviting several thousands of teachers from different countries of the world. It also finances this programme. Mostly teachers that were invited were from the countries that had suffered direct in the Second World War.

The main object of U. N. E. S. C. O. is to establish educational, cultural or scientific relations between different countries of the world.

Fulbrihgt Programme.—The Fulbright Act was passed in 1946 in America. Its main object was development of international relation and understanding. It was intended to provide opportunities to people of different countries, for understanning the culture and the life of the people of other countries. With this object in view, a programme of exchange was drawn up. Under this Act, provision for finances was also made. This programme had actually been drawn up by the Department of States of United States of America.

Programme of educational exchange.—Along with exchange of teachers and students, there is a also programme for the exchange of technical know-how, technicians and mechanics, *etc.* Several individual as well as State agencies have drawn up programmes for mutal technical help. Educational institutions, universities and other private bodies of America have started co-operating in the programmes of international importance. These agencies try to acquaint the foreigners with the American way of life in the maximum possible manner. On the other hand, several universities of America have also drawn up programmes of sending

their students for global study. They send students to different countries for cultural, geographical, political and economic konwledge of those countries.

Some universities have introduced a new subject called 'International Education'. It finds a place in the list of the study of different subjects.

In America over 50,000 young men and women are engaged in this task. Several agencies have provided scholarships and other facilities. There are about 1,500 institutions that are co-operating in this regard. It cannot be denied that United States of America is taking a leading part in this regard.

POINTS FOR REVISION

(1) In olden days people did not think of a time when the whole world shall be one. Today the programme of one world and world Government is coming nearer.

(2) All these ideals can be achieved through international understanding which is possible through education.

(3) Efforts for education for international understanding in United States of America were started in the 17th century when a Pacific college was established.

(4) Then in 19th century, Marc Antoine Jullien made an unsuccessful attempt in this direction.

(5) In 1914 Mrs. Fannie Fern Andrews convened an International Conference on this issue at The Hague.

(6) After the establishment of the League of Nations attempt were made by this body in this direction.

(7) In 1925, the International Bureau of Education was established. It was recognised in 1929.

(8) Efforts for education for international understanding get greater ecouragement after Second World War. In fact, the Second World War had squarely put before the world the necessity of world peace and international understanding.

(9) With the establishment of United Nations Organations and United Nations Educational, Scientific and Cultural Organisation, the programme for education for international understanding has secured greater fillip.

(10) In United States of America, these programmes have been going on in collaboration with United Nations Educational, Scientific and Cultural Organisation.

(11) The National Education Association of America is a pioneer organisation in this regard. It was this body that helped

the establishment of U. N. E. S. C. O. and running its programmes successfully.

(12) Then, there is the Fulbright Programme of Exchange of Students.

(13) There are other programmes of exchange of students that are trying their best to bring about international understanding. There is also exchange of technical knowledge and technicians and mechanics.

(14) Several agencies to United States of America are trying their level best to about the development of the education for international understanding.

(15) Education for international understanding in United States of America is progressing day-by-day. The future is quite bright.

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EDUCATION IN U. S. S. R

CHAPTER I

ADMINISTRATIVE AND ECONOMIC SET-UP OF EDUCATION IN U. S. S. R.

Q. Write a short essay on 'administrative and economic administrative organiastion of education in U.S.S.R.' ?

Or

What is the structure of educational set-up in U.S.S.R.? Discuss briefly.

"The Soviet Union, as it is known, consists of 15 Republics and the functions of Government are divided between the Union and the Republics. With the exception of Ukraine, no Republic has a Ministry of Higher Education. That is a Union subject and all universities and technical colleges are directly under the Union Minister for Higher Education. The Academy of the Sciences of the U. S. S. R. occupies the unique distinction of being directly under the Council of Ministers of U. S. S. R....

Apart from the Ministry of Higher Education, there is an Union Ministry of Culture, which is conncerned with the promotion of art and litrature.

Each of the Republics has its own Ministry of Education, but that does not mean that it has the right to an independent policy. The Ministry of Education of the R. S. F. S. R.—which both in area and in population constitutes by far the biggest unit of the U. S. S. R.—largely serves the purpose of the Union Ministry of Education. In addition, the Union Ministry of Higher Education controls, guides and co-ordinates the work of Ministers of the Republics and determines the syllabuses of Philosophy, History of the Communist Party and Historical Materialism. The division of functions does not imply a division of power, specially when we remember that all major policy is ultimately decided by the Central Committee of the Communist Party of the Soviet Union."

(Extract from the report submitted by the team of educationists who visited the U. S. S. R. under the leadership of Professor Humayun Kabir.)

Laying down of educational policy.—As is evident from the quotation given above, the responsibility for laying down the educational policies in Soviet Union rests with the Central Committees of Communist Party of the Soviet Union. In fact, there is one pattern throughout the whole of the Union. It has been evolved with a view to give a strong footing to the ideals of Communism. They went to have their education in accordance with the felt needs. These felt needs are defined in the development plans. These objectives of education are laid down precisely.

Every opportunity for the expression of the talent.—Although educational system in Soviet Union is stream-lined, yet no attempt is made to suppress any type of talent. Those who achuire excellence in studies, sports or pioneer activities attain distinction in their life.

Importance of education.—Education occupies a very important place in Russia's social life. In fact, occupies a place of priority. The rules of Soviet Union feel that without education the society cannot progress. A citizen who is not educated cannot contribute fully to the production, very much required by the country. Keeping this thing in mind, sixty to seventy per cent of the national savings and income is sometimes spent on education. It is not only the Education Ministry that bears the expenditure on education, other Ministers like Ministry of Defence, *etc.* also bear the cost of education, They do not fail to establish new schools.

Education is more or less free in Soviet Union.—In Soviet Union a sizeable portion of budget is spent on education. It, as already stated, ranges from sixty per cent to seventy per cent. On account of this huge amount of expenditure, education in Soviet Union is more or less free. Those students who have aptitude for secondary education as well as higher education, do get Government aid.

Education and plans.—Rulers of Soviet Union do not forget to plan education. In fact, it is planned like other necessities of social life. In the machinery of national planning, there is a department solely devoted to education and culture. Every attempt is made to corelate the national educational needs with the economic, industrial and agricultural needs of the country. While laying down the national policy in regard to education, international factors of Communism are also kept in mind.

Planning and decentralization.—In Soviet Union there is a body called '*Gosplan*'. It is like the Planning Commission of

India. It is this body that draws Five-Year Plans of the country. There are several State Units of this national body. These State Units, in collaboration and co-operation with the administration of the Republics, try to lay down and impliment various plan programmes. Then, there are local units. These local units, through certain individuals, try to carry out the plans of the education.

As already stated, the Union of the Soviet Socialist Republic is a combination of 16 Republics. Every Republic is an independent State. In this regard, we may compare these Republics with the States of India. These Republics are treated as autonomous units. Every State has its own Ministry of Education. Within the four corners of the Republic, this ministry is responsible for carrying out the educational policies and jobs. However, it is the Union Ministry of Education which is a superior body.

Different units of administration.—There are different units and departments of different ministries or education. These departments are devoted to different aspects of education. They look after different types of education.

Financial administration.—Soviet Union is a Communist State where all the resources are owned by the State. There are no private agencies to run and finance the education. It is the State that brings forward the resources for educational development of the country. In plans, certain allocations are made. The Ministry for Education is made responsible for making use of these resources. Then other ministries like Ministry for Defence, Agriculture, Industry, *etc.* also come forward with resources. They spend money on the establishment of schools and their working. It is the Education Ministry which uses the money and puts forward the demand.

Higher education.—In Soviet Union, higher education is the central subject. The whole responsibility for it is that of the Union Administration or the Central Government. There is a separate ministry for it which is called 'Union Ministry of Higher Education'. All the universities, technical colleges and most of the institutes of Higher Education are directly under the Union Minister for Higher Education. There is also a Ministry of Culture. This ministry is concerned with the promotion of art and literature. There is also a Council for Aesthetic Education and a Council for Physical Education. There is also a separate organisation for the promotion and administration of technical and technological education.

Chief Administrator for Higher Education.—In every Republic there is a Chief Administrator for Higher Education. His main job is to look after the Higher Education. He works under the Ministry for Higher Education.

Secondary education.—Secondary Education is the responsibility of the Republics. In fact, these Republics look after the Secondary Education.

Pre-Primary, Primary, General Adult and Social Education.—It is the Ministry of Education in the Republics that looks after all these types of education. In fact, education up to secondary stage is the sole concern of the Administration of these Republics. It has rightly been said :—

"The Ministries of Education in the Republics are responsible for pre-school education, schools for general education, children homes, schools for working youth (urban and rural), extra-curricular activities, training of teachers, Technical Education (up to the secondary level) and preparation of test-books, supplementary reading material, and pedagogical literature. They have separate departments for drawing up plans of educational buildings, designing and preparing laboratories and other equipments. Their departments of supply sell such equipments to schools that require them. There are in addition, departments for cadres (staff) for the different types of institutions for planning and finance, capital expenditure, inspection and, supervision, office correspondence and statistics, and for public and international relations. In fact, R. S. F. S. R., five Deputy Ministers are in-charge of different departments with the Minister exercising general supervision and control.

Working of the Education Department of the Republics.—Every State is divided into smaller districts. From the point of view of education, every district is a separate and independent unit. There are smaller areas of the districts as well. In fact, a district is sub-divided into regions. This region is the smallest unit of the educational administration. Big cities enjoy the status of districts in regard to educational administration. Given below are a few lines from a Government of India publication :—

"Under the Education Ministry of the Republic or the Education Department of the districts into which each Republic is divided.....below the district is the region, which is the smallest unit of the Education Department. The larger cities are regarded as equal to districts."

Linguistic Units or Linguistic Areas.—Soviet Union is rich in diversity of languages. This Republic has solved its problem of education in a very successful manner. These also, we find linguistic regions and linguistic units of administration. However, the teaching of the Russian has taken the string out of the linguistic rivalry that might have cropped up. The following

quotation gives a number of description of the working of the linguistic units :—

> "If a linguistic area is large enough, it has the status of an autonomous Republic, with its own Ministry of Education. The only freedom which these Ministries of autonomous Republics seem to enjoy is in respect of determining the quantum of time to be devoted to the study of Russian and the local languages. In all other respects, they are governed by the principles laid down by the Ministry of R. S. F. S. R., which has 13 autonomous Republics, 66 districts, 5 '*Kra-is*', and 14 cities considered as equivalent to districts."

In fact, *Kru-is* is '*a districts or unit af linguistic region.* As already stated, the Ministry of Education is sub-divided into several departments.

Minister of Education and laying down of Policy.—The Minister of Education is a member of the Council of Ministers. This Council of Ministers is like the Cabinet of our country. He is also connected with the Planning Commission or Gosplan. With the help of the Gosplan, he tries to asses the educational needs of the country. So, is the case with the Ministries of Education of the Republics. They are associated with the Gosplan of the States and try to put forward the needs of their States while th eplanning is being drawn up.

Administrative working.—We have already seen that a Republic is divided inio districts. The districts are like the County Councils of England or the districts in India. Every district is an unit of educational administration. There is a District Council that looks after the administration of education in the States. There is on educational officer or director appointed to look after the working of education in the districts.

Laying down of text-books and the curriculum.—The State is responsible for laying down the curriculum, syllabus and the text-books. It is the Ministeries of Education in the Republics that prepare text-books, supplementary reading material and Pedagogical literature. All this done in order to bring about an uniformity in the pattern of education in Soviet Union.

Grants-in-aid.—Education in Soviet Union is financed out of the income received through taxes and industries. Several industries and several ministries tender financial assistence to the Education Ministry. Every administrative unit has some income and it tries to plan the expansion of education in accordance with the income. Every institution receives from the Government financial grant-in-aid according to the needs of the institution. It is the Head of the Institution who is independent in regard to the

expenses. He can use the finances in the way he likes. There is a strict examination of the income and the expenditure. In other words, accounts are thoroughly examined. According to local needs, institutions get subscriptions as well as donation from industries and firms as well as factories. This income is received for building up school buildings, opening new schools or repair of the old one.

In fact, the entire expenditure is met out of the grant-in-aid; which is received from the Government.

Inspection.—Every Education Ministry of the Republic appoints certain Inspectors. It is the Inspector that looks after the working of the educational institutions. He also helps the head of the instiution in his work and tenders necessary advice to him. There is a Council in every educational administrative unit. It is this Council that looks after the administrative work. Inspectors are appointed by this very Council.

Inspectors in Soviet Union are not the bosses. They are guides and the leaders. In this regard, there is a vital difference between the inspectors of India and the inspectors of Soviet Union.

Head of the institution.—The head of the institution in Soviet Union has wide and varied powers. He has full powers in regard to the working of the institution. He appoints the teachers and assigns them duties. It is rarely that the teachers try to flout the head of the institution.

If, on the one hand, the head of the institution in Soviet Union has wide and varied powers, the teachers also occupy a very respectable and respectful place. He has his own importance in regard to education. It is presumed that the real knowledge about education is the property of the teacher and his voice is heard with great respect and reverence.

Nationalisation.—In Soviet Union, Education is fully nationalised. There is no private agency for education. There is complete control of the State on education. Educational policies are laid down by the State and also carried out by it.

POINTS FOR REVISION

1. In Soviet Union, it is the State that lays down the policy in regard to education.

2. There is a planning Commission called 'Gosplan'. There is a Gosplan in whose co-ordination the policies of education are worked out.

3. In many States 60 to 70 per cent of tho States' saving is spent on education.

4. In Soviet Union Education is more or less free and compulsory. There is a good deal of provision for expenditure on education in the budget of Soviet Union.

5. In Soviet Union higher education is the responsibility of the Central Administration or the Central Ministry of Education.

6. In Soviet Uninn there is a Federal Ministry of Education. It is this ministry that exercises overall control over the educational set-up and working in Soviet Union.

7. There are about 16 Republics and every Republic has a Ministry of Education.

8. Education up to secondary stage is the responsibility of the Ministry of Education of the Republics.

9. Republic is divided into districts and districts are then divided into smaller units or regions.

10. For higher education, there is an administrator of higher education.

11. The responsibility for pre-primary, primary, infant education, general education, adult education and social education is that of the State Ministry of Education. It also lays down the curriculum and text-books.

12. There are linguistic units also. These linguistic units have full freedom in regard to educational set-up.

13. Finances for education are provided by the State Administration. Factories and farms also come out with aids for the buildings and the equipments of the schools.

14. The Ministry of Education appoints certain inspectors. These inspectors look after the working of the schools and also provide counsel and advice to the heads of the institutions.

15. In Soviet Union, the head occupies an important place. He is the real master of his institution, but teachers also occupy quite respectful place in the field of education. They are given all respect and honour.

16. Education in Soviet Union is more or less nationalised. It is the State that looks after the whole of education.

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CHAPTER II

AIMS AND OBJECTS OF PUBLIC EDUCATION IN U. S. S. R.

Q. Describe briefly the aims and objects of public education in U. S. S. R.

Education in U. S. S. R.—"Education in U. S. S. R., is a weapon for strengthening the Soviet State and building a classless society....."

Today, the Soviet Union is a socialist State striving towards communism. Socialist economic principles based on Marxist-Leninist Theories are already in operation. Thus, there is private ownership of the means of production and distribution of land which brings profit from the labours of others. The principle of equality—political, economic, legal and social—for races, nationality, religious and sexes have not only been established but in full operation.

Educational System of a country is guided and influenced by its social objectives. No country can thrive successfully unless its education is imbued with the ideals of its way of living and culture. In fact, the main object of education is to equip the citizens to be able to discharge their social and political obligation. If a particular country is guided by capitalistic philosophy, its education shall try to meet the needs and requirements of the capatalistic system of society. On the other hand, if the social structure of a particular society is socialistic, the ideals and objects of its education are bound to be so. Soviet Union is a country wedded to the ideals of socialism and communism. It is striving to built up a socialist society based on equality and justice. Such a society shall be casteless. Educational system of such a country is bound to by guided be the ideals of socialism and communism.

Lenin once remarked:—"*You cannot built a communist State with an illiterate people.*" The rulers of the Soviet Union are fully alive to this statement. They are trying to provide full facilities of education for their people. They want that their country should achieve the highest position in the field of science as well as technology. They are also trying to take the country

to the path of progress. In the past decade the Soviet people had tried to build up a society which is going towards Communism. It has all been possible through education. No man can serve the society successfully unless he has realised that his interest lie in the development and progress of the society.

A society can march towards Communism or socialism only when its members are culturally developed, physically fit and mentally alert. In other words, unless there is all round development of the citizens, the society cannot march ahead. If the citizens are provided with occupations and vocations of their choice, they can feel interested in their life and try to build their society. Communist education is guided by these ideals and objectives.

Ideals of Communistic Education.—Love for the motherland, feeling of brotherhood for fellowmen, humanity, honesty and integrity, social labour are the main pillars of Soviet education. There are several aspects of this education, namely, intellectual, moral, aesthetic, physical and polytechnical. All these parts are intimately connected with each other. Dialectical Materialism is the guiding principle of this system of education. Young men and women are trained to live according to the dictates of this principle of society and life.

In the socialistic and communistic education, every attempt is made to develop mental aptitudes and interests. Attempt is also made to bring about efficiency of memory, concentration of attention, imagination, power of thinking, speaking *etc.* Moral education is diffrrent from the moral education of other countries. Here moral education tries to equip the citizens to be able to discharge successfully their responsibilities towards a socialist society. Attempt is also made to develop such citizens that are patriotic, honest in action and thought, faithful to their ideal and stuffed with the pious activities.

There is also provision for aesthetic education and education of fine arts in Soviet Union. This education tries to equip the young men and women to be able to understand what is good in nature. They are trained to take interest in art and develop proper interest and aesthetic feelings.

The main object of physical education is to develop healthy young men and women who are filled with zest for life and zeal for building up the society. Polytechnical education is an important part of communist education. Generally what we call manual education is called Polytechnical education in Soviet Union. The main object of this education is to acquaint the young boys and girls with various processes of production. Attempt is also made to train them to clear practical knowledge of the use of these

principles. During the period for 1951-55, the 19th Congress of the Communist Pary of U. S. S. R. drew up such Five-Year Plans that gave an important place to Polytechnical education. In fact it was felt necessory to impart polytechnical education for the development of the socialist society.

In fact, polytechnical education is nothing but an attempt to co-ordinate and co-relate the intellectual and physical labour. Here every attempt is made to show that there is no paradox between the manual labour and the intellectual labour.

In short, the main object of education in Soviet Union is to train young men and women in the ideals of socialism and communism.

Education and life.—Soviet education is very nicely geared to the requirement of life. This is a very healthy situation. No country can progress unless it has succeeded in co-ordinating the values of life with the values of education. We have already seen that Soviet planners have tried to lay down the policies of education, in accordance with the felt needs of the society. The following lines very aptly describe this situation :—

> "The principle that has guided policy-makers in the Soviet Union has been that education must be in accordance with felt needs, and these felt needs have been defined in the development plans.....The objectives of education are laid down somewhat too precisely and without adequate reference to individual wishes. There is thus a danger that the citizens may become merely instrument for the realisation of ends imposed on them by society or the State.....This danger is sought to be avoided in the Soviet Union by supplementing formal instructions with the most varied type of educative activity at every stage."

Emphasis on Science.—In Soviet education a good deal of emphasis is laid on science. Rulers of that great country have thought that real supremacy can be achieved only through scientific and technological development. The following lines draw a successful picture of this aspect of education in U. S. S. R. :—

> "*Education in the Soviet Union places a pronounced* emphasis on science. Communism has stayed down to concrete the physical world and it has been considered axiomatic that everyone should learn the principles of science. Biology is introduced as early as Class IV and Physics in Class V. In fact, every High School student has to study Mathematics, Physics and Chemistry, to which agriculture and elementary mechanics are added in some schools. An atmosphere has thus been created in which the first

ambition of every boy and girl is to serve the country by becoming an engineer or a scientist."

Doing away of superstitions.—As already stated, Soviet education is based on the philosophy of Dialectical Materialism. This philosophy has no place for superstitions or imagination. This philosophy is a gift of Marxism to mankind who thought that religion was an opium that drugged the human reason. Soviet education, therefore, tries its best to break the traditions of superstition. In fact, it is constantly struggling against them. Following are the guiding principles of the Soviet education in this regard :—

(*a*) Nature Study forms an integral part of Soviet education. In fact, it is this study that untimely leads to the study of natural sciences.

(*b*) Education is a successful medium of developing materialistic outlook in the students. If education fails in this objective, it cannot be said to be a successful education.

(*c*) Educational programmes should be so organised that the students should be able to give an active contribution in the formation of their character.

(*d*) Educational programmes are also so organised that the students are able to establish intimate contacts with the contemporary life and contemporary society. It is very helpful for them.

(*e*) Workers in the field of education (teachers and inspectors) are made perfectly aware of the importance of labour and its dignity. They are also encouraged to come in contact with the workers in the field of industry and agriculture. This intimate contact enables them to have a first hand knowledge of all these things.

Change in the objective of education, in accordance with the change in the policy of the Communist Party.—Soviet Union has a Communist Party which is its real ruler. Every change in its policy is reflected in the field of education. In accordance with the changes in the policy, the objectives of education also change.

Compulsory education.—According to Article 121 of the Constitution of U. S. S. R., every Soviet citizen is entitled to receive education. Every attempt is made to collect resources and deploy them for the fulfilment of these objectives. Therefore, there is arrangement for free and compulsory education. Seven-year schooling is free in Soviet Union. In the education above the seven-year schooling there is a lot of arrangement of scholarships and other aids. Technological education, agricultural

education, education about farms and factories and mechanical education is also free in Soviet Union.

Government schools or State and the Government.—In Soviet Union, it is the Government or the State that make arrangements for the education of its citizens. There is no private agency that looks after the education in the State. Due to the State control over education, there is uniformity in the arrangement of curriculum and the working of the teaching programmes. There is little scope for defects and drawbacks. The business tendency or the money earning outlook, which sometimes creeps into the private schools, is lacking here.

Equality of all nationalities.—In Soviet Union, there is no discrimination between nationalities, castes and creeds. All persons get same treatment in the field of education. The doors of the institutions are open to children of all castes and communities. Education is imparted through the mother-tongue of the child.

Equality between men and women.—In the field of education, there is ample arrangement for co-education. Men and women are given equal opportunities. Almost ninety per cent of the schools are co-education institutions. After finishing education men and women receive equal salaries. There is equality in other fields of life as well.

Primary and Seven-Year School System in Soviet Union.—Primary and seven-year school system is compulsory in Soviet Union. Every child—boy or girl—has to go in for schooling. Secondary education as well as higher education is within the reach of ordinary people.

Uniformity in school education and public education.—In Soviet Union there is no co-ordination between various units and links of the educational change. Prior to the October Revolution of 1917, there were different schools for different communities and nationalities. Now it is not so. There is an uniform pattern of education which is open to children of all castes and communities. The greatest quality of Soviet Union is that there is close co-ordination in different units and links of educational pattern. Curriculum of a particular stage of education is same and similar in almost all the States of Soviet Union.

No relation between church or religion and the education.—Education had been separated from church in Soviet Union. This cannot be said about America and England. In these two great countries, church and religion influences the education to a very great extent. In regard to the secular character of education, Soviet Union and India are more or less similar. Here in India also religion has very little to do with education.

However, in India minorities have a special right for establishing and administering schools for their children. In Soviet Union, probably there is no such special treatment.

Close co-ordination between the public and the school.— In Soviet Union there is close co-ordination between the schools and the public. There are Guardian's Associations that try to establish such a link. Then Soviet public takes a keen interest in the problems and debates concerning educational needs of the State. Then, there are trade unions, youth communist leagues and other public organisations that take a very keen interest in the field of education.

POINTS OF REVISION

1. Soviet Union is a country wedded to the ideals of Socialism and Communism. It is trying to build a socialist society and so its educational pattern is geared to the objective of Communism.

2. Soviet Union tries to inculcate through education, the ideals of brotherhood and fellow feelings in the young men and women.

3. Attempt is also made to develop mental aptitudes and interests.

4. There is provision for aesthetic education as well as physical education.

5. In education, in U. S. S. R., every attempt is made to develop healthy citizens of the country.

6. Polytechnical education is an essential part of communistic education in which attempt is made to co-relate the intellectual and the physical labour.

7. Education in Soviet Union is essentially geared to the requirements of life.

8. In Soviet Union a good deal of emphasis is laid on the teaching of Science.

9. Every attempt is made to develop in the students materialistic outlook and do away with the superstitions and false notions with the life and society.

10. Education in U. S. S. R. is guided by the objectives laid down by the Communist Party of U. S. S. R.

11. It is the Government which plays the real part in the education of U. S. S. R. It is the only agency that tries to bring about the education.

12. There is no private agency in education.

13. In Soviet Union, in regard to education, there is equality for all the nationalities, castes and creeds.

14. In regard to sex also, there is perfect equality.

15. In Soviet Union there is compulsory seven-year education.

16. There is an uniform pattern ef education throughout the whole of country.

17. There is no relationship between the church or the religion and the education in U. S. S. R. Education here is free from the influence of religion and church.

18. There is close co-ordination between the public and the schools. Guardians are made interested in the activities of the schools.

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CHAPTER III

COMMUNIST PHILOSOPHY OF EDUCATION AND CONTROL OF EDUCATION IN U. S S R.

Q. Describe briefly the Communist philosophy of education and the control of education in U. S. S. R.

Or

How do the social values of a nation influence its educational philosophy and pattern ? Illustrate your answer with example.

Communist Party and Education.—It is the Communist Party that rules Soviet Union. Members of the Communist Party occupy a special position in the Soviet Society. It is this party that rules the country and lays down policies in various fields of activities. The members of the party supervise the working of the policies laid down. If, on the one hand, the party depends on the members, on the other the members have full faith in the party.

Training of the Members of the Party.—Members of the Communist Party of U. S. S. R. are trained to popularise, propagate and disseminate the ideologies of Communism through proper organisation and administration.

Policies of Communist Party in Education.—The principles and policies of the Communist Party of U. S. S. R., as laid down at its conference form the basis and the fundamental of the education of U. S. S. R. It can be seen at every step of education that it is the policies of the Communist Party that influence the education. In fact, education is the means and medium of the fulfilment of the objectives of the party. Changes that take place in the Communist Party and its policies are very well reflected in the educational set-up.

The National Government or the Central Government and the Education.—Since 1930, there is a national pattern of education. It is the Central Government that controls and runs the education of the whole of the country. As we have seen in the Chapter I there is an Union Ministry of Education. According to different functions of education, the Ministry has been divided into different parts. No doubt, other Ministries also co-operate in the educational pattern but it is mainly the Ministry of Education

that runs it. This education is run in accordance with the needs of the country and the policies laid down by the Communist Party of U. S. S. R.

Communist Party Congresses and laying down the policies.—Educational policies are laid down at the Congresses of the Communist Party of U. S. S. R. It is these policies that form the basis of the educational set-up. There are different States that look after the education. These States are generally termed as Education Departments. They have every right of the administration of education and each department has a Minister of Education. This Education Department is responsible for educational administration and working in the region under its jurisdiction. Policy laying is not their right but execution of policies is their obligation. When the Ministers of Education meet in a conference, they take impartant decisions in regard to the policies of education.

Union Ministry of education and its relationship with the organs of Communist Party of U. S. S. R.—This Ministry is the central organisation for the administration and runnig of education in Soviet Union. This body seeks advice of the Central Committee of the Communist party of U. S. S. R., Council of People's Commisars of Soviet Union and Central Exective Committee of the Communist Party. These bodies help in laying down the policies. We have already talked almost the Gosplan or the Planning Commission of U. S. S. R. It is this body that help the planning of the education.

All these arrangements are helpful in laying down an uniform policy of education in U. S. S. R.

Regional Units or State Units of educational administration.—The educational set-up in U. S. S. R. is divided into several States, Districts and City Units. All these units function Under the over-all control of the Union Ministry of Education.

Soviet Union is comprised of 16 autonomous republics. These republics are like the States of India. Each Republic has a Minister of Education. It is this Minister of Education who is responsible for the education of the region. He is the chief educational administrator of the Republic and deals with all the policies and problems of educational set-up. When there are no definite instructions from the Union Ministry of Education, he is free to take decisions.

Subordinate Departments and Branches.—Every Republic is divided into several Branches and Departments. There are departments like, Department of Social and Polytechnique Education, Departments or Literature and Publications *etc.* These departments are assigned different jobs and they take care of them.

Department of Adult Education.—This department is responsible for the control of adult education, which is called Social Education, in India, and other cultural programmes. Soviet Union is making all out efforts to eradicate illiteracy from the country and so the programmes of adult education are going on in full swing.

Department of Vocational Education.—For the organisation of technical education and vocational education as well as agricultural training there is a Department of Vocational Education. This department also occupies an important place in the educational set-up of U. S. S. R.

Department of Scientific and Art Institutes.—Thsi department looks after and arranges the education of Science, Craft, Music and other Branches of art. This institute also tries to conduct research in this field.

Contribution to education by local organisations —We have already seen that the educational set-up of U. S. S. R. is a decentralised net work. It is the responsibility of these local organisations that exist at the level of city, town and district, to look after the educational set-up of these areas. The district is divided into several towns and cities. There are also villages and special units. All these units look after the educational affairs of their areas. These local organisations have administrative as well as legislative powers.

Along with these local organisations of education, there are local units of the Communist Party of U. S. S. R. This party continuously tries to influence the working of these organisations.

Local units have an education department for work relating to education. This is a Committee of Education for each local unit of administration. The chief of this committee is called the Director of Education and he is the chief executive officer of the area. It is this Director of Education who, along with the Committee of Education, is responsible to the local unit of administration in all the matters pertaining to the education.

Executive and the education.—According to the provisions of the Constitusion, the population of a particular area has a right to arrange for the education. In this regard, it is the representative member of the area who tries to look after the needs of the education of the area. The Director of education of the area concerned and the Education Department have to seek the advice of the Local Executive Committee in taking important policy decisions. The Local Executive Committee gets instructions and orders from its higher and suprerior body.

It is these local education officers that look after the education up to the secondary stage. They are responsible for educational equipments, buildings, residences for teachers, co-curricular activities and other facilities.

Principal or Head of the Institution.—The head of the institution, who is another important local education officer, is appointed by the Education Department, of course, the approval of the members of the Executive Committee, in this regard, has to be sought. The head of the institution is responsible for the internal administration and the educational affairs in the institution. But in carrying out the internal administration, he is to be guided by the instructions that are received from above.

In regard to the appointment of the teachers, the Pricipal takes the advice of the Executive Committee. The teachers are under the discipline of the head of the institution.

Local School Council.—There is a Local School Council in each institution. It consists of the Principal, the teachers, the staff of the institution and the representatives of the Local Youth Council, Labour Council, Communist Party *etc.* This council decides the matters concerning things of common interest like facilities for teachers, health of the students and other welfare programmes of the Youth. This council is, in fact, an attempt to provide greater initiative to local population in regard to the administration of education. Here again the Communist Party and its units play their part.

Guardians and their duties.—The guardians of Soviet Union are not unconcerned creatures. In this regard, they are different from the guardians of India. Here a guardian, after having put his ward in the school, feels free. He thinks that he has nothing to bother about the education of the ward. In Soviet Union it is not so. The guardian provides the student with breakfast and other things as well as the financial help to the school. At times, the guardians also come out with help for decoration and cleaning of the school building. They do so in order to protect the health of their children.

The Local Committees and the guardians are a great source of income to these institutions.

Parents Association.—In U. S. S. R., there is a parents or guardians' association for every school. This association looks after the expansion and development of education. This body also takes part in the leisure time activities of the students.

We also find that the school-parents committee is divided into several sub-committees. There is a Committee of Parents or Guardians for each class

Budget and grant-in-aid.—Every institution has its own budget. It is the head of the institution that controls the finances of the institution and he tries to spend money in accordance with the budget and other things.

We have already seen that in U. S. S. R. it is the Government that bears the entire expenditure of education.

In regard to nursery and pre-primary education, generally the State Administration does not come out with any financial assistance. It is considered to be the responsibility of the industrial and agricultural organisations. Sometimes we find that this rule is relaxed in regard to Kindergarten education. In this field the guardians and the local collective bodies bear the entire expenditure of education. Constitutionally speaking, this education is the responsibility of the local collective organisations and industrial and agricultural concerns. However, the State Government does provide buildings for housing the pre-elementary institutions.

Primary and Secondary Education.—In Soviet Union the guardians, who have an income, above a particular limit, have to contribute a fixed amount towards the education. Those guardians who are well paid have to bear the entire expenditure of the education of their children. On the other hand, the children who come off the families with low income, are not only provided free education but also with mid-day meals free of charges. Social insurance also helps in meeting the finances of the primary and the secondary education.

Finances of the institutions of higher education.—Here the Union or the Central Government comes into picture. In this regard, the situation is different from that of India. In India higher education is financed by the State as well as the Central Administration. In Soviet Union it is the Central Administration that bears expenditure on education. Other organisations also come out with financial help.

Most of the students pursuing higher education in U. S. S. R. are given stipends and scholarships. In other words, the entire cost of their education is met through one way or the other.

The finances of the teacher's training are provided by the Government. The Government also provides other facilities to these teachers.

In short, we can say that in Soviet Union the finances for education are provided by the following agencies:—

(*a*) Union Government.

(*b*) State Governments or the Governments of the Autonomous Republics.

(*e*) Local organisations and agricultural and industrial concerns.

(*d*) Guardians.

POINTS FOR REVISION

1. The Communist Party of Soviet Union lays down the policy in regard to education.

2. The National Government or the Union Government controls the entire set-up of the education. It is this Government that lays down an uniform pattern of Education.

3. There are 16 Autonomous Republics in Soviet Russia and each Republic has its own department of education, under the charge of a Minister of Education.

4. The State Department of Education are split up into several branches.

5. There are education departments and education committees at district, town and city levels.

6. At all the levels of education, the machinery of the Communist Party influences the educational set-up and working.

7. The local organisations do contribute a lot to the education.

8. Finances for education are provided by the guardians as well.

9. Guardians play an important role in the educational set-up of U. S. S. R. They are very conscious and cautious about the educational requirements of their wards.

10. Finances for education are also provided by the following agencies :—

(*a*) Union Government.

(*b*) Autonomous Republics or State Governments.

(*c*) Local bodies or local organisations.

(*d*) Local collective, industrial or agricultural bodies.

(*e*) Guardians.

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CHAPTER IV

PRE-PRIMARY EDUCATION IN SOVIET UNION

Q. What is the arrangement of infant education in U. S. S. R.? Give a detailed description.

(*Lucknow University*)

Or

Describe briefly the main features of pre-primary education in Soviet Union.

"The feature that strikes one in pre-school provision is the conscious and scientific recognition of the physiological basis of growth and the consequent constant medical guidance received by all workers in the nursery and Kindergarten. In the latter the educational and psychological approach and equipment provided are very similar to those found in the best institutions in England and some of the techniques in the Kindergarten stage are reminiscent of nursery school procedure in England."

—*Beatrice King.*

Arragement for pre-primary education.—After the great revolution of 1917, the Communist Party of U. S. S. R. drew abroad a scientific outlook of the educational system to be followed in the country. Leaders of the revolution, who took over the reigns of the Government, decided to organise education in such a manner that it may bring about the growth of healthy boys and girls. A good deal of importance was attachnd to labour. It was arranged to primary education at the age of 3 and to continue it up to the age of 7 years. This education was scientifically planned.

Characteristic of primary education in Soviet Union.—The system of pre-primary education of Soviet Union is more or less of its own making. It has grown out of the needs of the country and the experiments carried out in accordance with these needs. Russians did not borrow from the pre-primary system of education of other European countries. Russian educationists were of the view that pre-primary education of Soviet children should be guided by the requirements of the age and the psychology. On account of this realisation, due regard has been given to the natural vitality, activeness and age of the children. In

other European countries, generally. Montessori system as well as Kindergarten and Project system is prevalent. But the educationists of Soviet Union do not think that these systems provide real education.

Responsibility of State.—In Soviet Union pre-primary education is the responsibility of the State. It is the duty of the State to look after the children of the working mothers. This task is carried out through the agency of pre-primary education.

The role of the Health Ministry.—Pre-primary education is essentially the responsibility of the Ministry of Health. Russian educationists feel that children of this age group require a good deal of education in regard to their health and so the Health Ministry tries to cater to these requirements.

Responsibility of the industrial establishments, firms, factories and other enterprises.—The Government of Soviet Union has also decreed that various agricultural and industrial establishments should try to establish schools for the pre-primary education. As a result of this decision, a host of nursery and Kindergarten schools have grown up in indu-trial areas. Agricultural areas have not been able to complete with the industrial concerns in this regard. The Ministry of Industry has also undertaken the responsibility seriously. In this regard, it can be said that private bodies of people are also given the freedom to set-up nursery schools. In this regard the followiog extract is worth mentioning :—

> "It is open to any body of people to set-up a nursery. Thus it is not uncommon for the housing committee of a block or flats to run a nursery for its tenants. New blocks often have provision for the special accommodation required. The nurseries are financed by the factory or other body out of their funds, though ultimately financial responsibility rests with the Ministry to which the factory belongs. Parents pay for the food, the amount varying with income and number of children. Families of four children or more pay nothing."
>
> *Beartice King*—"*Soviet Russia Goes To School*"

Arrangement of pre-primary education.—Pre-primary education in Soviet Union is managed with the help of the following two types of institution :—

(*a*) Nurseries ; and

(*b*) Kindergartens.

These institutions have their own characterstic features and qualities.

Nurseries.—In Soviet Union, great stress is laid on the atmosphere in the schools meant for pre-primary education. Followers of the Communist Party try to build such schools from where good Communists may come out. Nuresries are, therefore, so planned that they try to meet the objectives of Communist way of life.

In the beginning, these nurseries were seasonal. They were stationary as well as mobile. They took charge of the children during the Summer months when the mothers were working in the fields. During winter children could go home. Now the situation has changed. These nurseries have become permanent features.

Nurseries in rural as well as in urban areas.—There are nurseries in rural as well as urban areas. Nurseries in rural areas look after tha children of the mothers that work in farms and other agriaultural concerns.

Nurseries in urban areas cater to the needs of the children of the mothers working in factories and other industrial concerns.

Health and Hygiene.—As already stated, in these nurseries a good deal of attention is paid to the health of the boys and girls. Since these nurseries are under the charge of a special trained doctor, there is no difficulty in looking after the health of the children. There are certain trained medical nurses as well. There are one or two teachers for educational work. There is also arrangement of house staff like cook, maids, bursars and other handmen.

Educational programmes.—These nurseries do not attach much importance to educational activities. Here educational activities occupy a secondary place.

Working hours.—These nurseries are open so long as the mothers are at work. Some nurseries look after the children until quite late in the evenings.

There are also weekly residential nurseries for the children of such working mothers who are on night shifts.

Accommodation.—Buiding of these nurseries are quite spacious. There is no difficulty in providing accommodation to the children according to their needs. This accommodation varies according to local interests and initiative. Generally the building is quite healthy and airy.

Equipments.—Nurseries are scientifically eqquipped. The administrators try to develop in young children a sense of beauty, health and rhythm. There are scientifically planned and manufactured toys. These toys help the students to develop healthy aesthetic sense.

The furniture is clso scientifically made.

Training in habits.—The main task of these nurseries is to develop in the young children health habits. Every attempt is made to develop in the students a spirit of comradeship, fraternity and good neighbourly relations.

Co-operation of the parents.—Every attempt is made to seek the co-operation of the parents in regard to the working of the nurseries. Meeting are held where parents are invited. In short, every attempt is made to develop the children in a happy and hralthy manner.

Kindergartens.—There are the schools that look after the education and the development of the children after the nursery stage. From nursery, children pass on to Kindergarten.

Special features of Russian Kindergarten Schools.—The Kindergarten Schools of Soviet Union are different from the Kindergarten Schools of other European countries. These schools do not employ the methods laid down by Dr. Maria Montessory or Froebel. These Kindergartens are also designed to bring about the development of good Communists. In this regard, educators of Soviet Union are ahead of other countries of the world. In India, England or America Kindergartens do not fully succeed in developing in the students the values of the democracy but in Soviet Union these Kindergartens do succeed in their task.

Education Ministry.—The responsibility for running and establishing the Kindergarten is that of the Ministry of Education. It is the Ministry of Education that bears the cost of the education and other arrangements.

Role of industrial and agricultural organisations.—In regard to the establishment and financing of Kindergartens, industrial and agricultural concerns do play their part. They try to provide buildings and other requirements for these Kindergartens, wherever possible. Where it is not possible, the Ministry of Education undertakes the responsibility.

Coutribution by the parents.—Parents also make their contridution towards the finances of these schools.

Appointment of the teachers and the heads.—The teachers and the heads of the Kindergartens are appointed by the local education authority.

Greater stress on education.—No doubt, in Kindergartens every attention is paid to the health of the children but here educational needs of the children are also taken care of. Every

attempt is made to educate the children. There is also place for formal instructions.

Admission and touch with home.—Teachers of the Kindergarten schools seek and get a lot of co-operation from the parents. The teachers go to homes and meet the mothers and teachers of the nurseries and advise them about the life of the children. Thus an atmosphere similar to Kindergartens exists in the homes and so the students do not find any difficulty in joining a Kindergarten.

There is also provision for the children, to take their teachers of the nurseries to their Kindergartens for a few days or weeks. This helps the transition pretty well.

Importance to Psychology.—In Kindergartens a good deal of stress is laid on psychology and its employment in education. Children are taught according to the principles of psychology.

Curriculum and Syllabus.—In Kindergartens children are taught the following things :—

1. Dance
2. Music
3. Art

4. Several types of exercises and programmes of physical education for the development of the children form an integral part of the teaching programme.

5. In these Kindergartens such games and sports are organised that develop fellowship and a spirit of co-operation amongst the children.

Co-curricular activities.—A good deal of stress is laid on co-curricular activities. In these programmes, the students are taken away to the places of interest and places of importance from agricultural and industrial point of view. While observing these things, the students are trained to describe them.

Literary programmes are also organised.—In these programmes poets and writers from outside are invited. They recite their poems and acquaint the students about various aspects of literature.

Training in speech.—In the Kindergartens students are trained in speech. Every attempt is made to bring about the development of the speech and enrichment of vocabulary.

No stress on formal teaching.—In these Kindergartens stress is not laid on the teaching on the formal subjects. It is in the last stage of Kindergarten that children are taught Three Rs.

Staff.—The staff of these Kindergartens is specially trained. They are trained to treat the children with love and sympathy. They also try to give individual attention to the students. In short they are trained to develop the students in an atmosphere of love, sympathy and kindness.

Generally there is a head of every Kindergarten school. Then there is one teacher for every 25 children. There is a doctor and a nurse for every class of the infants. If it is possible for the school, a special teacher for music and art is also employed. Other than these members of the staff, there is a cook, bursars, maids *etc.*

Seasonal Kidergartens.—Along with the permanent Kindergartens, there are seasonal Kindergartens as well. These Kindergartens serve for a few months.

POINTS FOR REVISION

1. Pre-primary education in Soviet Union is very well planned. It is very much indigenous.

2. Children from birth to 7 years of age are looked after in the nurseries and Kindergartens.

3. Nurseries look after the children up to 4 years of age. Children from 4 to 7 are looked after by the Kindergarten.

4. Nurseries provide residence, healthy food and training in healthy habits to children while the mothers are at work.

5. These nurseries are established by the industrial and agricultural concerns.

6. These nurseries are essentially the responsibility of the Health Ministry.

7. It is the health which is the primary concern of these nurseries.

8. From nurseries the students pass on to Kindergarten.

9. In the early years of the Kindergartens, again it is the health and the healthy habits that form the education of the children.

10. It is the later years of the Kindergarten that teaching of Three Rs. starts.

11. In Kindergartens, there is not much of formal teaching.

12. In the Kindergartens it is the dance, music and art which is given greater importance.

13. In co-curricular activities children are taken out to places of interest and agricultural and industrial importance.

14. Teachers of the Kindergartens are specially trained. Attached to the Kindergartens like the nurseries there is a doctor, nurses, cooks, maids *etc.*

15. In short, every attempt is made to develop the children in Soviet Union in an atmosphere of love and sympathy, in the nurseries and Kindergartens.

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CHAPTER V

PRIMARY EDUCATION OR ELEMENTARY EDUCATION IN U. S. S. R.

Q. Give an outline of elementary education in Soviet Union and explain how far it can be called progressive.

Or

Describe briefly the organisation and curriculum of primary education in U. S. S. R.

"Each year on September 1st, in Mascow, the nation's capital, in distant Vladivostok, ancient Novgord, Verdant Kiev, sun-scorched Ashkhabad and everywhere else throughout the vast Soviet land, some 200,000 schools commence studies in 59 languages."

"Several million new first-graders come to schools every year to begin their compulsory eight-year course of studies. Dedicated educators spare no efforts to furnish their charges with a solid command of the fundamentals of general and polytechnical knowledge. The school fosters in the children the labour habits, trains them for socially useful work and sees to their spiritual, physical and aesthetic up bringing."

The eight-year curriculum sets aside 43 per cent of the classes for the humanities (mother-tongue, literature, the history and Constitution of the U. S. S. R., a foreign language, drawing, music and singing), 35 per cent for the natural and exact sciences (mathematics, physics, chemistry, biology, physical geography, drafting), 15 per cent for various forms of labour education and 7 per cent for physical education.

"The eight-year school brings out and develops the children's individual natural inclinations, leading them up gradually to a choice of trade or profession. It is not, however, the purpose of the eight-year school to train its pupils in any specific occupation."

Entrance into a primary school.—Pre-primary education is not compulsory in Soviet Union and so compulsory education beings at the elementary stage of education. In fact, in Soviet Union formal education beings at this stage. After seventh birthday every child has to go to a school, whether in a city or in a

village. This situation has been described in the following lines from "*Soviet Education Today*" :—

"A Soviet child must go to school in Septembr after his seventh birthday, If he is a city child, he goes to the school 'Round the Corner' where his parents must register him and where his name is already in the head's list. Each school serves a defined area, which includes a few large blocks of flats, or a number of streets around it—it is in fact a 'neighbourhood school."

Age for compulsory primary education.—Age for compulsory primary education beings after seven. That means every child, that has reached the age of 7, has to enter a primary school. There are four classes in every primary school and every child has to stay there for four years, *i. e.* every child upto the age of 11 has to receive education in a primary school.

Working hours of the schools.—In the primary schools there is an atmosphere of strict discipline. Generally a period lasts for 30 minutes. A school time-table is full of teaching programmes. A school starts at 9.00 in the morning and goes on till 2.00 P. M. or 2.30 P. M. This time varies according to the local climatic conditions. There is also, like India and other countries, the end and the beginning of the period indicated by the ringing of the bell.

There are six working days in a week in a school. Generally teachers have to work for 4 hours to 6 hours.

School buildings.—In Soviet Union there are Single Room-Four-Grade-Elementry-Schools. This means that for every class there is one room and there are four classes in an elementary school. Soviet Union is building up new school buildings. Even today there is shortage of good primary school buildings. Now small schools are being converted into bigger schools.

Discipline.—Education in Russia is aimed at all round development of the children. Due to this objective, 'there is a concept about discipline as well. This concept of discipline belongs to Soviet Union itself. There a good deal of stress is laid on discipline. There is a definite plan to teach students about discipline. There is a code of conduct laid down for the students and they are taught about them and told to observe them. Students are not given too much of freedom for film going or roaming on the streets. Generally children below 16 are not allowed to be seen on the streets after 10.00 in the night. They are not also allowed to see films very often.

Study period and teacher.—We have already seen that the school works for six days in a week. The whole syllabus, or course, of study is divided according to working days and turn.

Generally 24 lessons are taught in a week to the students of Grades I and II. For the students of Grades III and IV the number of lessons are 25 and 27 respectively.

In a primary school, generally one teacher teaches all the subjects. He goes up with the class.

An interval of 15 minutes is allowed to the students during school hours for breakfast.

Syllabus and curriculum.—In Soviet Union the aim of primary education is to make Soviet children practical people of the world. In fact, elementary education is also geared to life. The responsibility for laying down the syllabus rests with the Ministry of Education.

Stress on writting.—In the first three years of the elementry education, reading occupies an important place. It is in the IV class that a good deal of stress is laid on writting. The syllabus and the curriculum includes the following subjects :—

For classes I to III.—(*i*) Russian language, which includes reading, writing and elementry grammar.

(*ii*) Arithmetic.

(*iii*) Physical education.

(*iv*) Art.

(*v*) Music.

For class IV.—(*i*) History, (*ii*) Geography and (*iii*) Nature Study are added to the list of the subjecls taught in Classes I to III.

Home work.—Home work forms an integral part of Soviet education. It beings with class I and goes on increasing. For class I the home work is likely to take about an hour and a half, while in Class X it may take three to four hours.

Stress on the teaching of language.—In Soviet education a good deal of stress is laid on the teaching of the Russian language as well as the mother-tongue of the child. Every attempt is made to enlarge the vocabulary of the students and to help them to make practical use of that vocabulary.

Excursions and travels.—In the teaching of History and Geography, the students are taken to places of historical and geographical importance. In fact, in Soviet Union every attempt is made to make teaching interesting.

Breakfast and Mid-day Meals.—At certain places students are provided with breakfast and mid-day meals. Generally children are given breakfast before noon, and lunch between 2 to 3 P. M. We have already seen that it is a compulsory item in nur-

series and Kindergartens. In primary schools it is not compulsory, but at certain places schools do bear the expenses of these items.

Children of such parents who can afford to pay for the breakfast and lunch of their children have to bear the expenses on these items themselves.

In bigger schools, there are canteens and restaurants attached to each school where the children may purchase food and breakfast according to their likings an convenience.

Examination System.—In Soviet Union a good deal of importance is attached to examination system. At the primary stage, the examination is oral. Even then it is quite important. Every elementary school has an Examination Committee which consists of the Principal and to assistant teachers. While the examinations are going on, the Regional Officer of Education also joints the committee.

The examination at the end of Class IV is called 'Transfer Examination'. Greater importance is attached to this examination. This is the last examination of this stage of education. It is on the basis of this examination that it is decided whether the student has completed the elementry education successfully. If the student has completed the elementry education successfully, he is entitled to enter into a secondary school or a junior secondary school.

Education Ministry and the examination system.—Education Ministry has the responsibility of preparing examination schedules. The questions to be set in examinations are put down on a card which is like a list of the subjects. These cards are given to the teachers who select questions according to the needs of their students.

Every attempt is made to make the examination system practical and real. Students are also examined in correct speech and pronouncement.

POINTS FOR REVISION

1. Every child, after his seventh birthday, has to enter into an elementry school. This elementry school has four grades, *i. e.* I, II, III and IV.

2. In Soviet Union elementry schools teach students between seven to eleven years of age.

3. In Soviet Union there are Single-Room-Four-Grade Elementary-Schools. Government is making an attempt to improve and enlarge them.

4. In Soviet Union great stress is laid on discipline. Even in elementry schools discipline is very much looked after and taken care of.

5. There is a code ef conduct about the discipline of the students and every student is taught about it.

6. Generally one teacher takes all the subjects and he goes up with the class.

7. The curriculum of Class I to III includes teaching of Russian language, Arithmetic, Physical Education, Art, Music, *etc.* Class IV History, Geography and Nature Study are added to the list of the subjects which are taught in Class I to III.

8. In Soviet education a good deal of importance is attached to home task, which begins from Class I.

9. Schools work for six days in a week and each period runs for 30 to 45 minutes.

10. In certain schools students are provided breakfast and mid-day meals.

11. Examination system is very important in Soviet Union. In the elementry stage it is oral.

12. The Ministry of Education prepares standard examination questions and the teachers select their question papers out of these questions.

13. At the end of the elementry stage of education, *i. e.* after Class IV, there is a 'Transfer Examination'. This Transfer Examination has great importance, because it declares a student fit to enter into a secondary school.

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CHAPTER VI

SECONDARY EDUCATION IN U. S. S. R.

Q. Describe briefly the administration, organisation and working of the secondary education in U. S. S. R.

Or

What is the curriculum of the secondary education in U. S. S. R. ?

Or

Give a brief outline of the secondary educction in Soviet Union.

"Several millions new first graders come to school every year to begin their compulsory eight-year course of study. Dedicated educators spare no effort to furnish their charges with a solid command to the findings of general and polytechnical knowledge. The school fosters in the children the labour habits, trains them for socially useful work and sees to their spiritual, physical, and aesthetic upbringing. The eight-year school set aside 43 per cent of the class for the humanities (mother-tongue, literature, language, History and Constitution of the U.S.S.R., a foreign language, drawing, music and singing), 35 per cent for the natural and exact sciences (Mathematics, Physics, Chemistry, Biology, Physical Geography, drafting), 15 per cent for various forms of labour education and 7 per cent for Physical Education.

The-eight year school brings out and develops the children's individual natural inclinations, leading them up gradually to choice of trade or profession. It is now, however, the purpose of eight-year school to train its pupils in any specific occupation."

Secondary education in U.S.S.R.—Secondary education in U.S.S.R. may be divided into two categories :—

(*a*) Middle stage or junior secondary stage of education ; and

(*b*) Senior stage or senior secondary education.

The middle stage or junior secondary stage of education.—Schools that are to cater to the education for this stage of

education are to have three classes—V, VI, and VII. All the students, who have successfully completed the elementry education, enter into one such school or the other. A student, who has passed his Class IV, is transferred to Class V. Normally, a child of 12 years of age enters into a Junior Secondary School and stays there for three years or till he has reached 14 years of age.

Teachers.—Generally the teachers of this stage are specialised. They are drafted to take up this work after having achieved specialization.

Syllabus and curriculum.—Generally syllabus for this stage of education includes the following subjects:—

(*a*) Russain language and literature of native language or the regional language;

(*b*) An European foreign language;

(*c*) Algebra;

(*d*) Geometry;

(*e*) Trignometry;

(*f*) Constitution of U. S. S. R. This is taught only for one year;

(*g*) Physics;

(*h*) Chemistry; and

(*i*) Draftsmanship of designing—In Class VI it replaces art.

Grading here is done according to age. Individual help is given to backward as well as bright pupils. It is the job of the teacher to help them to develop this properly.

Examination.—After the end of every, year there is arrangement for examination. Generally these examinations are held in the month of June. Marks are also awarded to students for their class work, conduct and discipline.

Tranfer Examination after class VII.—The examination after Class VII is quite important. It is now treated as a Transfer Examination. After this Examination, generally the students are selected for future careers of higher education. This examination is also predominantly oral. Only Russian language and Mathematics are exceptions to this rule.

Failures have a chance to appear in August again and thereby save the loss of time.

Selection for career.—After Class VII, there is selection for career. Advertisements are displayed on the school walls inviting the students to join different careers. It is up to the students to take them up or go in for some other job.

Co-education.—In Soviet schools, generally there is separate arrangement for the girls. Soviet educators, probably, think it better to have separate institutions for girls and the boys between the age of 10 to 17 years. However, there is also a growing thinking for introducing co-education at all stages of education.

Duration.—At this stage of education, also we find that schools work for six days in a week. In rural areas certain schools work for seven days in a week. Generally the last day of the week is a holiday.

The periods are generally of 45 minutes of duration.

In Class V the students read for 26 periods and from Class VI to X they have to read for 27 periods.

In rural areas the number of periods for Class V is 31 and for remaining classes it is 32.

Generelly the schools start at 8-30 or 9-00 in the morning and go on till 2-00 or 2-30 P. M.

Session-vacation and holidays.—Generally the school session in Soviet Union begins on Ist of September and goes on till 20th June. In certain places schools close on 7th of June. During July and August, there is a vacation. It is like the summer vacation in India.

There are two long holidays during the academic year. They begin from December 30th to January 10th and from March 26th to March 31st. The first one is known as Winter holidays and the second one as Spring holidays. The dates of these holidays change according to the local climatic conditions.

The senior secondary stage of education.—The education begins from Class VIII and goes on up to Class X. Normally the students between 15 to 17 or 18 years of age receive education here.

Curriculum and syllabus.—Those students who pursue education at this stage are supposed to be desirous of going in for higher education. The courses of these classes very according to the needs of the students. Generally the following subjects are taught:—

(*a*) Russian language and literature.

(*b*) Physical sciences like Physics, Chemistry and Mathematics.

(*c*) Art and humanities.

(*d*) Physical education.

(*e*) Geography, art *etc.*

Teaching of foreign language.—In Soviet Union a good deal of importance is attached to the teaching of foreign languages. French, English, German, *etc.* are now taught as optional subjects.

Social studies.—At the secondary stage of education, social studies occupy an important place in the curriculum. Economics, Philosophy, Political Science, *etc.*, are taught. The teaching of these subjects is guided with the objective of acquainting the students with the economic, socialistic and political thinking of the country and to impress upon them the superiority of the Soviet way of life and political system. An attempt is also made to attract the students towards international brotherhood of the labour class.

Syllabus and the Ministry of Education.—The Ministry of Education lays down the syllabus and only that portion can be taught which is approved by the Ministry of Education. History of the foreign countries can be taught only up to that part which is approved by the Education Ministry.

Physical Education.—At the secondary stage of education, a good deal of stress is laid on physical education. It is a compulsory subject for boys of the secondary schools. As the boys go up, this physical education gets converted into military training that starts at Class VIII and goes up to Class X.

Attendance at the time of physical training is compulsory.

Training of nursing and other skills for girls.—Girl students are given the training of nursing, telephone, mechanism, radio engineering, *etc.* during the period meant for physical education for the boys.

Examination system.—Here also there is an Examination Committee for every school, which consists of the Principal, the class teacher, two other teachers and an officer of the Education Department. Mostly the tests are oral. Due consideration is also given to the work of the students during the year and their discipline. These who fail at the annual examination are given and opportunity to re-appear in August.

Extraordinarily brilliant students are given medals and other rewards.

Eight-year schools.—Now eight-year secondary schools are in vogue in Soviet Union. In fact, there was a plan to have ten-year schools. There ten-year schools were intended to cover the entire period of secondary education. However, the transition is still going on but eight year-schools have come into being that cater to the needs of secondary education.

Tuition fee.—Education at junior secondary stage is free. No fee is charged. But fee is charged from the students of higher secondary classes, and specially those who are studying in advanced vocational or technical institutions. The fee more or less nominal.

Wards of the soldiers and invalid parents are given free education.

Those students who show extraordinary results and brilliance are exempted from payment of fee. They are laso given stipends and scholarships.

Vocational education.—In Soviet Union no young boy up to the age of 15 can be employed in any industrial concern or agricultural establishment. These boys cannot be employed even for domestic work. All this has been prohibited by law. This has been done with a view to encourage compulsory education.

A student who gets good marks at the Transfer Examination conducted after Class VII, is generally selected for higher secondary education, technical education or some kind of training. If the student gets only average or second class marks, he is selected for middle grade professions of mechanical training or such things.

This system encourage the students to work hard and secure good position in school so that they may go in for good vocational training. This system has also put a check on overcrowding in the institutes of higher education. Only good students are able to pursue higher studies. While selecting students for military jobs, scientific training, or work of the Communist Party, every scrutiny is done of the results. In fact, vacational selection has been very scientifically planned in Soviet Union.

Technical education and professional training at the level of secondary education.—There is proper arrangement for technical education and professional training for the students at the secondary stage of education. There are over 3,000 institutions that prepare middle grade specialists for industry, agriculture, art, health services, legal profession, teaching *etc.* There are *technicums* that prepare these persons. These technicums are institutions of upper-secondary education. The main job of these institutions is to provide training to those young boys and girls who have completed their lower secondary education.

These institutions are controlled by the Ministry of Education, but the expenses for the building and the training of such technicians are borne by the Ministries that require these technical hands.

Teaching or other subjects of secondary education.—While these students are receiving technical training, and prepar-

ing for some profession, they are also taught other subjects of secondary education in extra hours. Therefore, so far as qualifications are concerned, these technicians have qualifications equivalent to the students of other secondary schools and so they have similar opportunities in getting admission in institutions of higher education.

Those students who show brilliant results are sent in for higher aducation in the universities.

Factory schools.—There are factory schools in Soviet Union. These factory schools prepare trained workers for different industrial concerns and establishments. These schools provide short term training to those students who have passed class VII examination. In fact, there are three types of factory schools :—

(*a*) Factory schools that give training for six months and produce semi-skilled workers.

(*b*) Factory schools that give two-year training and turn mechanics for the industries like factories, mills, workshops *etc.*

(*c*) Factory schools that conduct two-year training and produce mechanics for railways, telegraphs, *etc.*

Training in these institutions is free. No tuition fee is charged.

POINTS FOR REVISION

1. Secondary education in Soviet Union may be divided into two part :—

(*a*) Lower secondary education or junior secondary education that imparts education for students in class V, VI and VII.

(*b*) Senior secondary stage of education that imparts education for the students between 14 to 17 or 18 year of age. Here the students are taught in class VII, VIII, IX and X.

2. In secondary schools there is no co-education. Boys and girls are taught separately.

3. Generally in the secondary stage Russian language and literature, mother-tongue, Soviet Constitution. History, Geography, Art, *etc.*, are taught.

4. Foreign languages are also taught.

5. There is also provision for the teaching of social studies. This teaching is done with a view to serve the needs of Soviet way of life.

6. Physical education is compulsory. This physical education turns into military training.

7. Transfer Examination is conducted at the end of class VII and then at the end of class X.

8. Students that fair well at the secondary education go in for higher education.

9. No fee is charged in junior secondary schools, but in senior secondary schools fee is charged.

10. There is scientific arrangement for professional selection in Soviet Union.

11. Technical education and professional training is also scientifically planned.

12. There are institutions for technical education that are in fact, a part of secondary education. These institutions train technicians and mechanics.

13. These technicians and mechanics are taught every other subject of secondary education also.

14. There are factory schools as well that provide short term training to the young boys and turn them out into semi-skilled workers for different industries.

15. There are now eight-year schools for secondary education in U. S. S. R.

16. There is a plan to have ten-year schools.

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CHAPTER VII

HIGHER EDUCATION IN U. S. S. R.

Q. Write a short essay on higher education in U.S.S.R.

"Higher education, which serves the whole Union, is not controlled by the Individual Mnistries of Education of the Republics, but by the Ministry of Higher Education of the U. S. S. R. This central authority lays down the curriculum, determines the organisation of studies and prepares the examination papers; appoints the Rectors of the universities and the director of institutes; approves the conferring of doctorates, professorships and post-graduate degrees and makes the rules for entry into higher educational institutions.....Universities, higher, technical, agsicultural and some other institutes come entirely under this ministry, while others come under both the Ministry of Higher Education and the Ministry with which they are mostly concerned—for example, the medical institutes come partly under the Ministry of Health, the pedagogical institutes under the various Republican Ministries of Education, and the physical culture institutes under the Ministry of Culture."

—*Deana Levin.*

".....Higher education, as already stated, is an Union subject. It may be imparted in a university or in a Single Faculty Institute of Higher Faculty. It may be added here that the university in the Soviet Union does not have the broad significance or sweep as in most other countries. The courses in engineering, agriculture, medicine, commerce or physical culture are not provided in a university but are taught in specialised institutions. On the other hand, some pedagogy is considered a necessary part of the course in most subjects which are in a university....."

Extract from "Trends in Soviet Education",—a report submitted by the team of the educationists who visited U. S. S. R. Ministry of Education and Scientific Research, Government of India.

General Introduction.—We have seen more than once that Soviet education is very much geared to its social, economic, political and philosophical needs. In fact, the main object of social education is to build up a Communist society. Higher education is also guided by these factors. Higher education in U. S. S. R. has grown up enormously. In 1944, there were only 96 institutions that imparted higher education but in 1952 this figure went up to 890. The number of the students also grew up proportionately. There is one factor also worth noting that before the October Revolution of 1917 there was dearth of women's education. They were not allowed admission in universities and technical schools. But now the situation has very much changed. In higher education as well as technical education 50 per cent of the students are ladies. In medical profession and teaching, there are about 70 per cent and 85 per cent ladies.

Administration and control of higher education.—Higher education in U. S. S. R. is State controlled. The universities and the institutes that impart higher education are managed by the Government. Every Commissariat of education in U. S. S. R. controls all institutions that produce technical hands for teaching work and technical education. There is an All Union Committee for Higher Technical Education, which is responsible for the working of technical education at the university level. There is a Ministry of Higher Education. It is this ministry which is responsible for the organisation and spread of higher education.

Higher education is an Union or a Central subject. It is imparted in a university or a Single Faculty Institute of Higher Education. In Soviet Union the universities do not have that sweeping importance that is attached to universities in other countries. There are specialised institutes for agriculture, medicine, commerce, physical culture *etc.* and these subjects are taught here. Pedagogy is considered to be a necessary part of the course in most of the subjects that are taught in a university.

Ministry of higher education.—There is a Ministry of Higher Education whose sole concern is the higher education in U. S. S. R. On accout of this responsibility the standard of higher education in U. S. S. R. is pretty high. A good deal of stress is laid on research.

Admission.—Higher education in U. S. S. R. is a specialised training. Those students who have to go in for a definite profession are given higher education. It is at the secondary education level that the students are selected for higher education. If a student is interested in Chemistry or Medical Science, he or she shall, beforehand, decide about it and select his or her subjecst.

Those students who have qualified themselves at School Matriculation Diploma or have successfully competed at an Entrance Examination are allowed admission in a university.

Entrance Examinations are oral as well as written. Those students who come direct from the Senior Secondary Schools get admissions easily in the universities. Then there are evening schools that also prepare students for higher education. There are students from 17 to 35 years of age that receive education in the universities.

There are also nurseries and Kingdergartens attached to universities. Here studying mothers may leave their children to the care of the teachers. Expectant mothers are given three moth's leave and they are allowed to re-join their courses.

Students and the political life of the country.—In Soviet Union the students are not solely devoted to studies. They get a voting right at the age of 18 and are elected Deputies and other office-bearers in the political set-up at the age of 23. In the U. S. S. R. the university students are interested in all the political and social problems of the country. These students also take part in extra curricular activities like pioneer places, clubs, collective farms *etc.*

No discrimination between boys and girls.—Boys and girls in the student body as well as the members of the faculty are treated at par. There is no discrimination on account of sex.

Discipline and the students.—Student Councils are, to a great extent, helpful and responsible in the discipline. They help those responsible for the discipline in the university or the institute. Here the situation is different as compared to England or India. In India it is a rare scene to find students controlling the discipline.

Independent study.—There is a lot of opportunity for independent study. There are clubs run by the professors. In these clubs, the students are pursued to study independently.

Universities and their working.—In U. S. S. R. there are universities in almost all the important cities of the country. Every capital of the Republic has a university. There are State universities as well.

The universities of U. S. S. R. may be divided into the following categories :—

(*a*) Universities for agricultural education.

(*b*) Universities or institutes for military education.

(*c*) Universities or institutes for industrial and technical education.

(*d*) Universities for socio-economic education.

(*e*) Universities for teachers' education and training.

(*f*) Universities and institutes of higher education in fine arts, music, *etc.*

There is a special university for preparing a trained cadre for Communist Party. Here the students are trained to become efficient and experienced field workers and protagonists of Communist philosophy and life.

Organisation of universities.—A university consists of faculties and departments. Institutes have departments with their chairs. For an industrial institute there are about six departments and for an agricultural institutes there are about two or three departments. For medical institutes generally there are two departments.

Ministry for Culture.—There is a separate Ministry for Culture. The main object of this ministry is to spread knowledge of culture, both native as well as world culture, among the adults.

Post-graduate education.—In every university there are a number of post-graduate students. These students work with the main object of getting a teaching job in an institution of higher education or a responsible research post. These post-graduate students are called 'aspirants'. They are like the research scholars of the Indian universities.

Every post-graduate student is attached to a professor who supervises the course. This post-graduate training or research is like the research work of the Indian and British universities.

Doctorate.—There are certain students that work for the doctorate degree. These students receive a grant, which is like a research scholarship of Indian universities.

Officials of the universities.—The university is run by a set of officers amongst whom Rector is the seniormost. Rector is like a Vice-Chancellor of an Indian university. He is assisted in his work by two assistants. One of the assistants is responsible for academic work and the other one is responsible for administrative jobs. The assistant, who is responsible for administrative job, is called a Bursar. His jurisdiction spreads throughout the whole of the university.

Deans of Faculties, Professors and Assistant Professors of Departments.—The university is divided into several faculties. This is like the universities of India, England and America. Each

faculty is under the charge of a particular Dean. Professors are in-charge of the Departments. Then there are assistant professors, readers and lecturers. They carry out the teaching work and assist the professors.

Professors are required to encourage in research work. Their main job is research. Administration is not the responsibility of the professors. In this regard, their position is different from the professors of the British and the Indian universities.

Senate.—There is a senate, which is the highest administrative body of every university. These senate is called "Learned Council". It consists of the Rector, his two assistants, the deans of the faculties, readers and representatives of the student organisations. It is a consultative body in regard to academic work. It is this body that judges the work of the thesis submitted for the degree of doctorate. In this regard, it is like the Academic Council of Indian universities.

The decisions of this Learned Council, in regard to syllabie and examinations are subject to the approval of the Ministry for Higher Education.

There are faculties and faculty commettees. These cammittees look after the work of the faculties.

Status of the teachers.—Teachers of the universities and the scholars occupy a place of great respect in Soviet Union. They are supposed to be learned people who are actively engaged in the building of the nation.

Research.—Research plays an important part in higher education. In fact, universities devote a lot of time to it. Universities are, in fact, centres of research and new discoveries. It is the institutes and the universities that bring forward new research in the field of science as well as learning.

Emphasis on teaching of science.—In Soviet Union a good deal of emphasis is laid on the teaching of science, specially physical sciences. It is on account of this emphasis that Russia has been able to make great progress, in the field of science and technology.

Art and music etc.—Education of fine arts and music is also given due regard. There are several universities that have separate departments for tenching of fine arts. There are faculties as well for this job. In these departments and faculties there are highly qualified people.

Libraries and reading rooms.—Almost all the universities have rich librasies and spacious reading rooms. Students in the

universities and institutes of higher education are encouraged to develop independent study. This independet study is possible in libraries and reading rooms only.

Curriculum.—The curriculum for higher education is approved by the Ministry for Higher Education as well as for culture. Generally, every student has to undergo a specialised higher education, may be in arts, science or humanities.

Along with the study of specialised subjects, every student has to study the following subjects :—

(*a*) *Foundation of Marxism and Leninism.*—It is taken for two years.

(*b*) Political Economy; and

(*c*) Dialectical and Historical Materialism.

These two subjects are taught for one year.

Foreign language.—All the students who go in for higher education have to study a foreign language. It may be English, German, French or some such other language.

Compulsory Physical and Military Training.—Every Student attaining a university or an institute of higher education has to undergo a compulsory physical and military training. Military training includes theoritical as well as practical knowledge of problems and war tact.

Attendance.—Strict control is maintained on attendance. Every student has to study for about four hours a day. As the student goes up in the class, his compulsory attendance diminishes. He is expected to have more of free and independent self-study.

Method of teaching.—Generally, there are lectures held. Every student has to attend a two-hour professional lecture with a ten-minute break. The professor indicates the theme and recommends book.

Seminars and consulations.—Every student has to attend a seminar. Here attempt is made to follow the work done in the lecture. Then, there are consulations between the students and the teacher and the students themselves.

Practical work.—Great emphasis is laid on practical work. As we have seen, the university education is specialisation and so every student has to do practical work in the laboratories and the workshops that are situated within the precincts of the university or the institute. This practical course is very necessary for science teaching and other works.

For the students of arts, the practical work takes form of work in museums, presentation of reports, drawing of charts and dia-

grams, language practice *etc.* In practical work, in Soviet higher education, every student has to do the actual job of production. In this regard, the following lines from Patrice King are worth mentioning :—

> "The practice-production practice as it is called in Russian—from the subject is carried out at the actual place of work. For example of Geography, Archaeology and History students' expenditions are arranged for practical work. Students in an institute of drama will work in a theatre while the students in a science or technical institutes or departments of universities will do their practice in the appropriate factory or enterprises. The length of production-practice varies with the course. In institutes training specialists for industrial practice averages 19 weeks over the whole course. Agricultural institutes with a five-year course require 53 weeks' practice, those with a four-year course demand 40 weeks. Special medical institutes reduire 16 weeks, while a universities 8 weeks is the average practice period."

Examinations.—There is a half-yearly examination and a sessional examination. This system of examination is different in different groups of subjects offerd by the students. In fact, these examinations are like tests. It is on the basis of the result of these tests that a student is given a grant. Failures at the examinations are degraded.

There are yearly examinations as well. It is on the basis of these annual examinations that the adequacy of specialisation is judged.

Examinations are oral as well as written.

Degree and Diploma.—After successfully passing a course, the student is given a diploma. This diploma may be received in First Class, Second Class and Third Class. The candidate, who sources a better class, is given preference in appointment. The diploma indicates the specialisation.

There are two degrees, 'Candidate' and 'Doctorate'. These degrees are presented at the conclusion of the post-graduate research.

Research doctorate degree or research degree.—For the degree of doctorate, the candidate has to present a thesis and defend it. The thesis is read in public, at the specially organised function at which all the persons interested in education are invited. There is an official questioner, who is called opponent. Other persons may also put questions. After the reading of the

thesis, the questions are put to the candidates, and when the students have to defend their thesis, the jury, or the examiners recommend the award of the degree.

The degrees are conferred by the Learned Council of a university or an institute. Then it is approved by the Ministry for Higher Education.

Academic sessions.—Academic session in Soviet Union begins from September 1 and last till July 1. July and August are the vacation months. This session is divided into two terms. The first term begins from September 1 and concludes on January 23. Then there is a break for two weeks. This period is known as winter vacation.

The second term begins from February 7 and lasts till July 1. Then there are summer vacations for two months.

Duration of higher education.—The duration of higher education ranges between four to six years. This is according to different sphers of studies. For example, a student in a medical institute has to devote six years for study, a student in a Pedagogical Institute or Agricultural Institute has to spend four years and a student in a higher technical school or institute has to spend five years.

Scholarships.—We have already seen that higher education in Soviet Union is greatly subsidized. Students who make normal progress in their studies are awarded scholarships by the State. There is a Director of Higher Educational Institution who is the snactioning authority of these scholarships. Almost every student in Soviet Union who is pursuing a higher course of studies gets some seholarship or the other.

Meritorious students receive additional grant besides regular stipends. These stipends and scholarship are sufficient for the expenses of the students. This scholarship ranges from 220 to 600 Roubles and depends upon the nature and the year of the study. The best student is given a merit scholarship, which is named after the great builder of Soviet Union.

Tuition fee.—At the stage of higher education, generally tuition fee is charged. It ranges from 25 to 35 Roubles per month or 300 to 400 Roubles a year. It is the responsibility of the State Government to provide the students with better and healthy living.

Higher education through correspondence courses for higher education.—Those persons who are not able to attend the universities or institutes of higher education, receive this education through the correspondence. This system is very popular in

Soviet Union. This facilitates the workers in the field of industry, agriculture or education, living for away from centers of higher learning to receive higher education without causing any interruption in their work. At present there are over two dozens correspondence schools that impart higher education.

There is a very valid cause for the popularity of correspondence courses, in Soviet Union. The curriculum, syllabus, system of examination, rules of admission, *etc.* for the students joining correspondence course are same as those joining as regular students. The degree awarded to the students who acquire higher education through correspondence is also recognised as equivalent to the degree awarded to the regular students. Now every day this importance is growing.

POINTS FOR REVISION

1. Higher education in U. S. S. R. is very much geard to socio-economic, political and philosophical needs of the country.

2. Higher education is going up in U. S. S. R. with a tremendous speed.

3. In U. S. S. R. higher education is a State controlled subject. There is no private agency to brook any interference in it.

4. There is a Ministry for Higher Education that runs the university education in Soviet Union.

5. Higher education in Russia is a specialisation and so those students who have completed their secondary education successfully are admitted in the universities and institutes of higher education.

6. In Soviet Union students of higher education also take part in the politics of the country.

7. There is no discrimination between boys and girls student.

8. In universities of U. S. S. R. a good deal of importance is attached to independent study.

9. In U. S. S. R. there are different institutes of higher education for different subjects like agriculture, military, industries, technological, socio-economic education, teachers' education and training as well as fine arts, music *etc.*

10. In U. S. S. R. there is a special university for the training of the workers of the Communist Party.

11. There is also a Ministry for Culture that looks after the spread of the culture and its knowledge.

12. Universities in U. S. S. R. are more or less organised on Indian pattern. There are faculties and the departments. Each

department is put under the charge of a professor and each faculty under the charge of a Dean.

13. There is rich arrangement for post-graduate education as well as research.

14. Those students who pursue higher education are given a good deal of financial assistance. Those carrying on research are given good deal of stipends.

15. Rector is the highest officer of a university. Under him, there are his assistants and then two Deans and the Professors.

16. Senate, which is called the 'Learned Council', is the highest body of the university.

17. Teachers in U.S.S.R., specially those engaged in higher education, occupy a place of importance and respect.

18. People in higher education have to carry out research as a compulsory part of their duties.

19. There is good deal of emphasis on the teaching of science. It is on account of this that Soviet Union has succeeded in achieving so much of technical progress and importance.

20. There is also proper arrangement for the higher education in the field of art, music *etc.*

21. Curriculum for higher education is laid down by the Ministry of Education as well as Culture.

22. Every student has to study Marxism and Leninism as well as Dialectical and Historical Materialism as compulsory subjects.

23. Learning of foreign language is also compulsory.

24. Then, physical education and military training is also compulsory.

25. Strict control is maintained on attendance.

26. The teaching in the universities and institutes of higher education is carried out through lectures and seminars.

27. A great deal of emphasis is laid on practical work.

28. Students of science have to do practical work in the workshops and factories. On the other hand, those who are students of arts have to do printing and arrangement of museums *etc.*

29. Examinations are of two types—(*i*) internal as well as (*ii*) external. Internal examinations are held after every six months

and then at the end of the year. After the completion of the course, there is a State Examination.

30. Examinations are oral as well as written.

31. For a doctorate degree, a thesis has to be presented and defended before the jury, the examiners and other persons of academic eminence.

32. Academic session begins from September 1 and lasts on July 1.

33. July and August are the vacations. In between the sessions, there are two vacations—(*i*) the winter vacation and (*ii*) the spring vacation.

34. Higher education in U. S. S. R. runs for a periods of four to six years.

35. Fee at the level of higher education is charged but most of the students are given scholarships and stipends that cover the expenses of their higher education.

37. There proper arrangement for higher education through correspondence courses. These courses are growing poular day by day.

37. In short, it may be said that higher education in U.S.S.R. is properly and scientificially organised.

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CHAPTER VIII

TEACHERS TRAINING AND TEACHING PROFESSION

Q. "There is a very nice arrangement for the training and education of teachers in U. S. S. R." Discuss this statement.

"The task of education is taken very seriously in U. S. S. R. This is quite understandable if one remembers the importance that is attached to education in the Soviet social system and the significant role of the teacher in that system. Says Deineko: 'The teacher is the central personage the educational schooling process.' Vladimir Ilyrich Lenin repeatediy under-scored the great role played by the pupil's teacher in the common cause of Communist education of the broad masses of the working people.... The Soviet concern for the school has always been inseparably linked with its concern with the teachers."

Importance of teacher-training or teacher-education.—Teacher in Soviet Union is given a place great respect and honour. In fact, Russians have great regard for learning and teacher is considered to be a person who is learned. Due to this realisation, Soviet people try to do their best to train and equip the perosons in whose hands they deposit the future of their children.

Status and emoluments of the teachers.—In Soviet Union the teachers are given State awards for their meritorious and accredited services. These awards are very much recognised and respected.

The teachers are also paid handsome salary. They get at least about 600 Roubles a month. This salary goes on increasing. Heads of institutions of special schools and teachers in higher education get much better salaries.

There is no restriction on the teachers taking part in party-politics. Many of the teachers are and have been elected Deputies to the Supreme Soviet. This is the Parliament of the Soviet Union. Then, there are Republic Soviets. There also we find the teachers. The teachers also serve on village, town and district

councils. They are supposed to be conscious citizens of the country who are well aware of all the problems facing the country.

Training of the teachers.—Today all the teachers in Soviet Union are not trained. Many of them are untrained, but every attempt is made to train every single individual engaged in the task of teaching. In fact, education has been expanding very rapidly in Russia and so it is easy to have all trained teachers. However, every attempt is made to have trained teachers.

Training for different stages of education.—There is a rich arrangement for the training of the teacher in U. S. S. R. This training many be divided into these categories :—

(*a*) Training of the teachers for pre-primary institutions and for primary schools, *i. e.* from Grade I to IV.

(*b*) Training for the tenchers for middle grades *i. e.* Grades V to VII.

(*c*) Teachers for the three highest secondary grades.

Levels of training.—Now in Soviet Union there are two levels of training for the teachers :—

(*i*) Pre-primary and primary classes.

(*ii*) Training of the teachers for post-primary classes, *i. e.* for teachers forclasses V to X.

Institutions for the training of teachers.—There are three types of institutions that train teachers :—

(*i*) Teachers' Training Schools ;

(*ii*) Teaching Institutes ; and

(*iii*) Education Institutes.

The main aim of Soviet educators is to have teachers trained in education institutes with four-years curse. This ideals is yet to be achieved. However, at present the teachers are trained in all these institutions. Their task is described as under :—

1. Teachers' training schools.—These schools prepare teachers for primary schools or grades. Teachers who have acquired training in these schools go out and teach the students between the age group of 7 to 11 years.

2. Teachers' training schools for Kindergarten system.—There are trnining schools for the teachers of Kindergarten classes. These are special schools for the task.

Generally the students who have completed their secondary education enter into these schools for training. Those who have

not completed this education aret aught in a way as to complete the secondary education.

These training schools are State Pedagogical Institues of Secondary Grade Academic Standard. They are financed by the State and controlled by it. The course here lasts for three years. It has been extended to four years.

These training schools are directly under the Province or Regional Departments of Education, or the Ministry of Education of an autonomous Republic.

Curriculum.—Generally in a teachers' training school, the following subjects are taught:—

(*a*) Russian language and literature.

(*b*) Methods of teaching of Arithmetic, Geography, Nature Study, History, Drawing, Writing, Singing and Physical Training.

(*c*) Methods for teaching of literature and Mathematics.

(*d*) Constitution of U. S. S. R.

(*e*) Physics.

(*f*) Education.

(*g*) Psychology.

(*h*) Manual work in workshops and on the land.

Progrmmes and classes.—The school programme is organised in accordance with the directive of the Central authority.

Practice-teaching.—Every teacher has to go in for practice teaching. The pupil teacher teaches the lesson and this leasson is supervised. Those teachers who have to go in for primary teaching do practise teaching of secondary and those who have to take up the job of a secondary teacher have to do practice teaching in secondary schools.

Teachers deliver lectures for the future teachers. These lectures are delivered in strict adherence to time-table.

Teachers are also given training in music and instrument playing.

Equipment.—Every training school is properly equipped. It has special rooms for the subjects included in the curriculum, a gymnasium and a plot of land for practical study. There is also a library and a reading room as a workshop for preparing and manufacturing teaching aids.

School session and the working.—Here also the session begins from September 1st and ends on June 20th. In the middle

of the session there are two vacations. The schools close for winter vacation for two weeks and for one week they close for spring vacation.

There are six periods in a day of 55 minutes each.

Staff.—The school is put under the charge of a Principal who has to be a graduate with not less than 10 years of teaching experience. He appoints the members of the staff. Every school has a Vice-Principal who is appointed by the Education Ministry with the approval of the Education Authority. The Principal also nominates members of the staff for award.

Then, there are other members of the staff who carry out the day-to-day teaching work.

Teachers' training institutes.—These institutes train teachers for middle grades of the secondary schools, *i. e*, classes V to VII.

Admisoion.—Students who have completed Senior Secondary School Course are admitted here after passing an entrance examination. Those students who have completed a course in a teachees' training school are also admitted here after they have completed three years of actual work.

Preparatory Course.—These institutes sometimes also organise preparatory courses for the future candidates, who have completed nine years of the required ten years general school education or secondary education. This course runs for two years and the students have to study under the following three department :—

1. Historical Fellogical Department;
2. Physio-Mathematical Department; and
3. General Science-Geographical Department.

Residence and hostel.—These students who want to live in hostel are provided with residential facilities.

Staff.—These institutes are like universities or institutes of higher learning. There are following categories of staff:—

1. Professors.
2. Readers.
3. Lecturers.

Practice-teaching.—Students who join these institutes have to undertake practical teaching. This is done in a Junior Secondary School, that is attached to every institute. This is also found in India. Certain Government as well as private training colleges have model schools attached to them.

Curriculum and syllabus.—Every student has to offer certain compulsory subjects. They are :—

1. Marxism and Leninism.
2. Psychology.
3. Pedagogy.
4. School Hogiene.
5. Physical Training.

Every student has to offer certain subsidiary subjects as well. Eevry would-be teacher has to pass a test in these subjects. The subsidiary subjects include :—

1. Russian language and literature.
2. History.
3. A foreign language.
4. Physical training.
5. Geography or Science.
6. Physics.
7. Mathematics, or some such other subjects.

Russian language and literature.—Great emphasis is laid on the teaching of Russian language and literrture. Eevry student is acquainted with this subject. There are several special courses for this subject.

Examination.—At the end of the course, there is a State Examination. Every student has to pass it. No student can become a teacher unless she or he has passed this examination.

Pedagogical Institutes or Pedagogical Schools or Education Institutes.—These institutes train teachers for upper secondary grades or classes VIII to X. Generally those teachers who have completed ten-year schooling, are admitted in these institutes. The school course extends to five years and every teacher has to be specialised in two or three subjects. Every pupil teacher or would-be teacher has to study two foreign languages.

Selection of candidates or admission.—Admission to these pedagogical institutes is generally made on the basis of an entrance exmination. Those candidates who have secured a good medal at the school final examination are admitted without any test. Generally intending candidates are examined in the following subjects :—

1. Russian language—written as well as oral.
2. A foreign language.

3. Two special subjects.
4. Mathematics.

Working and staff.—These pedagogical institutes are like universities. These institutes are divided into a number of faculties. Each faculty is put under the charge of a Dean or Deputy Dean. Generally the following faculties are found :

A. Faculty of Russian Language and Literature.
B. Faculty of Foreign Languages.
C. Faculty of History and Geography.
D. Faculty of Mathematics and Physics.
E. Faculties of Biology, Pedagogy and Defectology.

Sometimes one faculty has to look after more than one subject.

These faculties are not the faculties of Indian universities. In fact, they are like the departments.

The entire institute is run and directed by a director. He is assisted by certain deputies. These deputies have different works assigned to them. Generally, one Deputy looks after the students' welfare; the other about research work and the third the administrative job.

Under the Director there is an Executive Committee. This committee may be compared with the Executive Council of an Indian university.

Curriculum and syllabus.—The curriculum of these institutes consists of the following sections and subjects :—

(A) **Socio-Philosophical subjects.**—This section mostly consists of the compulsory subjects and includes the following :

(*i*) Foundation of Marxism and Leninism.
(*ii*) Political Economy,
(*iii*) Russian language and literature.

(B) Historical and Dialectial Materialism :—

(*i*) *Professional Subjects.*—This section inculdes the subjects that are directly concerned with the teaching. They are—

(*a*) Psychology;
(*b*) Education;
(*c*) History of Education;
(*d*) School Hygiene; and
(*e*) Methods of Teaching.

(*ii*) *Subjects for Specialization*.—The students may offer any of the subjects for specialisation. This has a long list of subjects like Mathematics, Physics, History, Geography, Animal Geography, Geology, Economics *etc.*

Physical Training is compulsory for first two-years.

Latin is compulsory for one year for a language course for which must also include the Russian language.

Teaching for foreign language.—Foreign language is continued for the course. Other subjects are taught for a short period.

Practice-teaching.—This is an important part of the teacher training in U. S. S. R. It is taken up in the fourth and fifth year. In the fourth year it extends over six weeks and is confined to teaching at the primary grade.

In the fifth year it continues for ten weeks and it is done at the higher grade.

Observation.—Pupil teachers have also to observe classes and take part in extra curricular activities.

At the end of the third year, during the summer vacation, would-be teachers have to go to pioneer camps for at least three weeks and do educational work there.

Profession of the practical teaching.—'There are masters of method' who supervise the practice teaching of the pupil teachers. They are the teachers who deliver lectures in psychology and pedagogy.

Examination.—Every pupil teacher is examined twice in each of the five years. These examinations are all oral. The Final State Examination is held at the end of the five-year course. This is also oral. Stubents are examined in—

(*a*) Pedagogy;

(*b*) Subjects of specialisation; and

(*c*) History of Communist Party.

There is a panel of examiners, of whom some are external. While the examination is conducted, the entire record of the condidate is before the panel. This card system is a very important feature of Russian examination.

The failure is nominal. Those who fail once are allowed to re-appear for examination after a year. Those who fail twice cannot become teachers.

Before the State Examination, all other examinations are internal. Here also the students are given two chances in a year.

There is no final examination for practice-teaching. The work of the student is judged on the basis of the work of the whole year.

Evening courses and correspondence courses.—In Sovit Union there are evening courses as well as correspondence courses for the training of the teachers. The course of study for the correspondence or evening courses as well as the regular courses is more or less the same.

Those students who join evening courses have fewer periods for seminars and discussions. They have to specialise in one subject only.

Those who join correspondence study the recommended literature independently and do written assignment. They are required to attend periodical special sessions organised by the institute for their benefit.

Pedagogy.—Pedagogy is taught in almost all the faculties of the universities of U. S. S. R. Only faculties of Law and Geology are exceptions to this. This provision makes the teachers available for higher institutes.

Those persons who go in for higher education have an eye on the teaching job. Teaching of Pedagogy gives them an oppoetunity for this.

Teachers of foreign languages.—In Soviet Union there is provision for the training of the teachers in foreign languages as well. These teachers are trained in special institutions that provide courses on the lines similar to those provided in Pedagogical Institutes.

Similarly, there is special arrangement for the training of teachers for physical education, teachers of children's homes and teachers of defective children as well as pioneer leaders.

Inservice and further training.—There is a good deal of provision for inservice and further training of the teachers. There are *Teachers' Advancement Institutes*. They have been set-up almost in every region, territory and autonomous republic, as well as at special consultation centres in each district and city. In India we find that certain Regional Colleges of Education are growing up in this fashion. "*The purpose of these institutions is to advance the ideological and theoretical standards and pedagogical qualifications of teachers, to help teachers in self-education, to organise consultations on methods and exchange of leading experience in pedagogical activities, and to acquaint the teachers with the latest political and scientific literature with books and syllabus, methods and with the Belles letters.*"

These institutes are well organised bodies. They sometimes have more then 100 members on the staff and over a dozen of faculties. The main tasks of these institutes are two-fold :—

(*a*) further training in methods and technics through courses, seminars *etc.*, for teachers of different subjects.

(*b*) helping the teachers in schools in their day-to-day work.

These facilities are provided for primary as well as secondary teachers. There is an arrangement of the courses all round the year.

There are different courses for different categories of teachers and the duration of the courses also differ.

Teachers in U. S. S. R. are never too old to add to their experience.

Trade union of educational workers.—Teachers have their own trade unions for different republics and different categories. These trade unions have all the teachers, whether they are of the primary grade or of the univeristy grade, as their members.

There are separate trade unions for separate categories of teachers. These trade unions also try to organise courses for the improvement of the qualifications of the teachers. These trade unions also organise teachers' houses, teachers' clubs *etc.* They try to organise programmes for proper utillisation of the leisure of the teachers.

Every teachers' house has a library attached to it.

These teaches' unions try to organise meetings of the educational workers as well as meetings of the workers of certain particular schools.

Academy of Educational Sciences.—This Academy has a number of functions. This body also tries to help the improvement of the qualifications of the teachers. Readings are organised and publications are done.

Teachers in the rural areas.—Teachers in the rural areas are given extra facilities. They are provided with land as well as quarter. This thing helps them to do their duty sincerely and properly.

POINTS FOR REVISION

1. There is good arrangement for the training of the teachers in U. S. S. R.

2. There are separate training institutes for separate categories of the teachers.

3. Generally following categories of the institutes train teachers :—

(*a*) Teachers' Training Schools,

(*b*) Teachers' Training Institutes, and

(*c*) Pedagogical Institutes or Institutes of Education.

4. There are special training schools for the training of the teachers for the pre-primary and Kindergartens.

5. In every training institute, teachers have to study certain compulsory subjects as well as optional subjects.

Compulsory subjects include Russian language and literature, Marxism and Leninism, History of the Communist Party, Education, Psychology, *etc.*

6. Every pupil-teacher has to undertake practice-teaching.

7. There are two categories of examinations :—

(*a*) Internal ; and

(*b*) State Examination.

Internal examination is conducted twice every year and State Examination is conducled at the end of the course.

8. There is rich arrangement for the training of the teachers through correspondence courses and evening classes.

9. There is also good arrangement for the training of the teachers while they are in service.

10. There are institutes like Teachers' Advancement Institutes, Trade Unions of Educational Workers and Academy of the Educational Sciences that try to bring about the improvement and advancement in the qualifications of the teachers.

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CHATPER IX

ADULT EDUCATION IN U. S. S. R.

Q. Describe briefly the working of the adult education in U. S. S. R.

Write a short essay on the administration and the working of the adult education in Soviet Union.

> "The whole population between, eight and fifty years is now literate. But the authorities are not content with the bare mastery of reading and writing. Adult education up to the standard of the Junior Secondary School is of primary importance to all, for that is the necessary basis on which to build any further education projects."
>
> *Beatrice King—"Soviet Russia Goes to School".*

> "To speed up fight on illiteracy the Government set up the special schools for the illiterate and semi-illiterate in addition to the regular schools."

Adult education in U. S. S. R.—Prior to October Revolution of 1917, Soviet Union had majority of illiterate. In Tsarist Russia illiteracy engaged from 72 to 90 per cent, but now the picture is quite reverse. Almost the entire population between the age range of 8 to 50 is literate. This makes an astonishing reading, but it is a fact. It was done so because rulers of Soviet Union knew that Communism could not flourish and grow unless they have made the people literate. They were, in this regard, guided by the call of the great leader of the *Soviet Union, V. I. Lenin,* who said:—

> *"An illiterate person is outside politics and must be taught alphabets first."*

He also added:—

> *"We cannot build a Communist State with an illiterate people.,'*

Campaign for adult literacy.—Guided by the thinking of Lenin, the rulers of Soviet Union started a campaign for literacy. It was launched in 1919 with all vigour and zeal. It was thought that people between the age of 8 to 50 years must be taught at least three Rs, the Russian language and other convenient languages. Other than the formal schools, certain other schools were

also established for the task. Adult literacy was divided into four categories :—

(*a*) Abolition of illiteracy.

(*b*) Opening of schools for adults.

(*c*) Opening of schools for young or adult workers and farmers.

(*d*) Opening of institutions for educational and cultural jobs.

Keeping the objects in view, Soviet administrators opened different schools of different variety. A brief description of these is given in the following pages.

Correspondence Schools.—These schools are intended for the education of the adults through correspondence courses. These institutions helped a lot in the literacy of the adults. There are consultation centres established in different districts. There is a Principal who provide consultation and guides the adults who are anxious to acquire proper education.

After a short interval, a member of the staff visits the adult students and tries to find out their difficulties. Advertisements about these correspondence schools appear in the press and they are also published on the bulletin boards of the factories and farms.

These correspondence schools impart education of the primary as well as the secondary level.

These correspondence schools are under the direct control of the educational authorities and they are assigned a specific task of educating millions of adults living scattered over the vast land of Soviet Union.

There is a definite time-table of work for these correspondence schools. Eight hours a week is given to group and individual consultations in class V to VII and six hours a week in class VIII to X with a group of 90 pupils. In addition to this, there is a weekly ten-hour for each class for oral report of the work and the written work.

In consultation centres, groups of ten to fifteen come and get proper guidance.

For every correspondence school, there is the Principal as the head of the institution. He is assisted in his work by an Assistant Director for every 500 students. There are consultants for these schools. They are appointed by the experienced teachers of adult education.

A correspondence secondary school has, in addition to the

teaching staff, a librarian-cum-Secretary, a typist and a book-keeper.

Workers in the field of adult education and those who are working in the correspondence schools have to do some research. They cannot get out of date and repeat one year experience for several years to come.

Adult Secondary Schools.—These schools are distinct from correspondence scondary schools. These schools are properly equipped with laboratories, special rooms, libraries *etc.* In these libraries he finds books specially written for the adults. There is a reading room which is open for the whole of the day till late in the night. There is a teacher on duty who is ready to help the students in matters of difficulty.

Students.—In these schools we find those young men who are in their early twenties and who have come to realise that their interest in life is in Physics, Chemistry, Engineering, Literature, History or Geography. These pupils are allowed to take Matriculation Examination which is held at the last year of the normal secondary school. Those students who acquaint themselves well are accepted in institutes of higher education or universities.

Then there are special courses for the preparation for the university admission.

The main task of these courses is to provide specialists to the nation.

Evening universities for workers.—These universities are situated in almost all the urban centres. Courses there are parallel with those in the day universities. These universities are organised by those educational authorities and more often by the concerned industrial ministry, trust, economic or administrative body or agricultural ministry that require such specialists. In fact, these universitses are the centres for preparing the specialists. These specialists are prepared out of those adults that are already engaged in this task.

These universities are properly equipped with study rooms, laboratories, libraries, reading rooms *etc.* There is also a full time staff which is as much qualified as the staff of other universities. The students here have to undergo a five-yeat course. During the examination period, adults are allowed leave with pay. In the final year they are also allowed three months' leave to complete the course. Sometimes we find that very brilliant technicians and leaders have come out of those evening universities.

This is found in England also. In England there is a London

School of Economics, which has produced very eminent leaders in the field of politics. Here also the classes are held in the evening.

Industrial and Agricultural academies.—These Academies are run by the Government and there is a five-year course. Men and women with industrial and agricultural experience, who have shown ability to plan and organise and who possess initiative, orginality and foresight, are sent for further education. They are sent there to acquire theoretical knowledge and study. They are also placed in high positions and their main object is to do their job more succcssfully.

Facilities.—Students of these universities are the workers of unimportant positions, released for five years for further education. The cost for their education is borne by their concern. They are also provided with family grants.

Curriculum.—These Academies make arrangement for the teaching of the following subjects :—

(*i*) Socio-political subjects like History, Geography, Economics, *etc.*

(*ii*) Russian language and literature.

(*iii*) Economics.

(*iv*) Administration of a concern or organisation.

There is no arrangement for corresepondence course in the subjects that are taught in these Academies. Normally for all the institutes of adult education there are counterparts in correspondence courses.

Adult education through trade and professional unions.—Different trade and professional unions try to provide higher education to the members of their own trade and profession. This is done with an object to improve their qualifications as well as efficiency.

Adult education an all co-eperative feature.—In adult education, every person concerned in the task of education is ready to co-operate, From the teacher of a village level to a member of the Academy of Sciences, every person takes pride in taking part in the programmes for adult education. Adult education in rural areas is a difficult task and so facilities have to be provided there. In the remote rural areas, village Soviets and collective farms try to provide education to the illiterate adults. In fact, Soviet Union has created an army of the persons who aro devoting a lot of time to the cause of education.

Education in rural areas.—In rural areas, adult education is also taken up seriously. People try to provide education to thier

village brethren who did not have the opportunity to study. '*Reading Hut*' is the centre of education in a village. There is Superintendent oppointed for it. He acts as the fountain head of the culture and education in the area. If the Superintendent is really a competent man, the programme succeeds. Generally, this position is given to a lady.

There is a library attached to the reading hut. Books may be borrowed from this library. It is also aninformation centre.

Lectures are also sometimes held. Cultural Programmes are also organised there.

Other organisations for adult education and dissemination culture.—Apart from the correspondence courses, evening schools, academies *etc.*, there are several other institutions that bring about the adult education. Civen below is a list of such organisations :—

(*a*) Houses of Culture.
(*b*) Clubs.
(*c*) Museums.
(*d*) Lecture Centres.
(*e*) Libraries.
(*f*) Parks of Lectures and Rest, *etc.*

Houses of culture or palaces of culture.—These houses of culture have rich arrangement for adult education as well as programmes for cultural activities. Sometimes these houses have childrens' departments as well. These try to provide activities for the children. Thus the whole family gets busy.

In the cities, there are hostels attached to these houses of culture. These hostels provide accomodation to the farmers who come to the cities for their business.

These houses of culture have libraries and lecture halls attached to them. In these lecture halls, lectures by eminent persons are delivered.

Palaces of culture in the cities are run and maintained by trade unions and other organisations. Here also facilities for adult education and cultural activities are available.

Clubs.—Clubs are a source of recreation as well as adult education. These clubs are established for different groups of workers, who carry out different types of activities. These clubs have libraries as well as lecture halls and other palaces of recreation.

In addition to the theatre, gymnasium and other rooms for activities like dramas, music, embroidery, needle work *etc.* there

are study rooms for academic subjects such as Mathematics, Language, Science *etc.*

These clubs have children's section as well.

Sunday universities.—This is a new addition to the movement of adult education. These universities hold their sessions on Sunday and provide education.

Lecture Bureaus.—These lecture bureaus are situated in rural as well as urban areas. Generally, they are run by local councils. Under these bureaus, lectures for the benefit of adults are organised.

Universities also co-operate in this task. They try to organise such lectures that may be educative and helpful for the adults.

Libraries.—Libraries have made a very vital contribution to adult education. They have very important role to play in the rural areas. In cities, these facilities are not so useful as they are in the rural areas. These libraries are of different varieties. They lend books at well as organise reading rooms. The libraries may be of the following types:—

(*a*) Stationery Libraries; and

(*b*) Travelling Libraries.

Stationery libraries are situated at a place and they serve as a reading room as well as lending counters. Travelling libraries are mobile collection of books and magazins. They go from one place to other and help the others to improve their education.

Libraries are Governmental as well as public libraries.

Government public libraries are run and maintained by the public. Almost all the cities of U. S. S. R. have such book libraries.

Government Scientific libraries.—These are libraries with specific purpose. They are there in order to encourage education of science. These libraries contain rich collection of books on science and its other branches. Naturally these libraries cannot be useful for all and sundry. They are of use to the people interested in the study of science and its other branches.

Other scientific librnries.—These librarirs belong to different Academies, Research Institutes and other institutes of higher education. These libraries are more or less provided once. They are not accessible to general people.

Public libraries.—These libraries are run and maintained by local councils or other units of administration. Sometimes trade unions and other organisations also maintaine these libraries.

The libraries contain rich collection of books on novels, stories fiction and such other light literature.

Libraries of institutions and organisations.—Institutions and organisations like factories, big agricultural farms and other such institutions maintain libraries for their employees. These libraries contain literature for a particular class of people.

Juvenile libraries.—In Soviet Union, great importance is attached to the education of the children. That is why we find that there are very nicely equiped juvenile libraries. These libraries contain litratue fit or the reading of the children.

School libraries.—These libraries are attached to different institutions. Generally they are equipped with books that are useful for the courses af the students studying in these institutions.

Meseums.—Meseums play an important role in the education of the adults. In fact, they are as important as the libraries. Russians are very good at arranging museums. These museums have real educational value. People from all walks of life, specially the adults, are encouraged to visit the museums. In these museums, there is also arrangement for circles for those having particular interest in certain subjects, lecture organisation, arrangement for courses and conferences.

Soviet Union has a chain of museums at all levels. There are some very important museums like the museums named after Lenin and Chekhov and others.

Lecture centers.—There are several lecture centers in Soviet Union. Through these lecture centers scores of lectures are delivered publicly everywhere. These lectures cover the subjects of science, technology, arts *etc.* These lectures are generally arranged by cultural societies, institutes of higher education, research centers, clubs *etc.* Certain lecture centers are so rich that they can afford to have whole-time staff. Thes lecture centers are sometimes broadcast on the radios as well.

Cinema and theatre.—These agencies also play a vital role in the spread of adult education. Through the medium of cinema, education of History, Geography, Archaeology *etc.* is also imparted.

Press and publications.—They are a very powerful force in adult education. In Soviet Union, dailies as well as periodicals carry articles that are useful for adult education. Generally on the birth and death anniversaries of great men, that are important from the point of view of Soviet Union, we find articles in the periodicals as well as dailies. These articles are helpful for adult education.

Parks of culture and rest.—These are also centers of adult education. Due to great heat of the summer months, it is not possible to carry on indoor activities in Soviet Union. Education is, therefore, taken out of doors. Parks of culture and rest on the one hand offer facilities for amusement and, on the other, opportunities for education. Groups of adults in these parks, collect in groups around a map or black-board and deliver lectures. Sometimes eminent lecturers deliver open air lecturers. Open air art classes are also held.

Publications for adult educotion.—In Soviet Union there are a large number of publications for adult education. Even now people are trying to improve these facilities. Soviet Government are also taking active part in this field.

POINTS FOR REVISION

1. In U. S. S. R. there was no provision for adult education prior to the revolution of October, 1917.

2. Lenin laid a good deal of emphasis on adult education and so several institutions were opened in order to bring about adult education.

3. The objcct of the Soviet administrators was to do away with the illiteracy and so they opened schools of adults, schools for workers as well as farmers and institutions for educational and cultural jobs.

4. The following types of institutions are there which try to bring about adult education :—

(*a*) Correspondence schools ;

(*b*) Adult secondary schools ;

(*c*) Evening universities for workers ; and

(*d*) Industrial and agricultural academies, *etc.*

5. In almost all these institutions, generally socio-political subjects, like History, Geography, Economics, Russian language and litrature, are taught and training regarding the industries of the farm is given.

6. Then, there are trade and professional union that bring about adult education.

7. In order to bring about adult education in rural areas, '*Rural Huts*' have been established. These are the centers of adult education in the rural areas.

8. Following are a few institutions that help in the adult education and dissemination of culture :—

(*a*) Houses for culture
(*b*) Clubs
(*c*) Museums
(*d*) Lecture centers
(*e*) Libraries
(*f*) Parks for lectures and rests.

9. There are Sunday Universities as well that are trying to do the job efficiently.

10. There are different varieties of libraries in Soviet Union.

11. Cinema and theatres also play their role in the spread of education.

12. Press and publications are an important agency of adult education.

13. In Soviet Russia, every attempt is made to bring about up-to-date publications on adult education.

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CHAPTER X

CO-CURRICULAR ACTIVITIES OR EXTRA-SCHOOL ACTIVITIES IN SOVIET UNION

Q. Deacribe briefly the arrangement of out-of-school activities in Soviet Union.

Out-of-school activities or co-curricular activities.—These activities are nothing but co-curricular activities of children. During this period, children utilise their leisure as well as acquire further education. For this there are several organisations in U. S. S. R. These organisations work within the schools as well as outside the schools. Given below is a brief discription of these organisations :—

Pioneer organisation.—This organisation is open for young boys and girls between the age of 7 and 18 years. Every secondary school has full-time pioneer organiser on the staff. This organiser is usually a young man or woman who takes up the job while studying in the evenings to be a teacher or while waiting to enter a day instittute or the university.

Comsomol.—This is an youth orgrnisation, which is meant for the young boys and girls, who are beyond the age group of the Pioneer Organisation. Generally, an organiser of the Pioneer Organisation is also a member comsomol.

Central House for arts education of children.—In large cities, these centers work for the leisure activities of children. Here research is also done. These institutions also train leaders for co-curricular activities.

Clubs or circles.—They are situated within the schools. They are there to help the students to undertake several educative activities during their leisure. Staff members take interest in these activities and try to guide the students.

These clubs and circles are centers of leisure activities that bring about proper utilisation of leisure as well as education- These activities are recognised by the State Administration as well.

Pioneer palaces.—These palaces are situated outside the schools. Originally, they were intended for members of the youth

organisation known as Young Pioneers. Since they were intended for the pioneers, they are known after them. About 90 per cent youngsters are the members of this organisation. The membership of this organisation is open to young boys and girls between the age of 7 and 18 years.

District Pioneer Houses.—There are also like the pioneer palaces. In fact, they are clubs. These are situated in cities like Moscow. In fact, these clubs are housed in old royal palaces and other palaces in which the people of the royal family used to live.

In fact, these houses and palaces are centers for cultural education. These are the palaces where standards of values are imbibed and a good deal of attention is paid to layout and decoration. The upkeep and the layout of these palaces is quite attractive and artistic.

There is a Director, an assistant, an educationist, a Bursar and other office staff and Instructors. Generally, these are very qualified people.

These palaces provide a good deal of creative activity. This creative activity deals with the art as well as Science. For younger children, there are other rooms and arrangements. An attempt is also made to train young people in scientific education.

Technical Stations.—These are the clubs for the boys and girls with a strong inventive or constructional bent. They are situated in several centers as well as local areas. They are there to help mechnical minded boys and girls to acquire facilities for higher education and training.

Young Naturalist Stations.—These are also centers for leisure. They provide education to boys and girls who are interested in living things. In fact, they try to help young boys and girls to acquire education in Zoological and Biological subjects.

Children's Railways and Children's Fleet.—The provide education as well as amusement to children.

Sports.—A good deal of attention is paid to sports in Soviet Union. There are several programmes for sports and games.

Leisure reading.—There is also arrangement for leisure reading.

Cinema and theatres for children.—There are cinemas and theatres for children.

POINTS FOR REVISION

1. There is rich arrangement for leisure activities in Soviet

Union. These activities are organised inside schools as well as outside schools.

2. There are centeral houses for arts education of children. Here the organisers of activities for proper utilisation of leisure are trained.

3. In these houses leaders of youth organisations are also trained.

4. In schools there are certain circles and clubs. These clubs and circles try to provide activities for leisure as well as education.

5. There are pioneer palaces that are centers of scientific as well as artistic activities for young boys and girls.

6. Technical stations and young naturalist stations also provide leisure activities as well as education.

7. Sports and games are also source of leisure activities.

8. Pioneer organisations provide educational activities as well as cultural activities. Almost all the youth between the age group of 7 and 18 are members of this body.

9. Above this age group, all the boys and girls join Comsomols. These Comsomols also organise several leisure time occupations for their members.

10. Then, there are children's cinemas and theatres.

11. In short, it may be said that extra-curricular activities or outside school activities are very well organised in U. S. S. R.

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CHAPTER XI

POLYTECHNISATION OF EDUCATION IN U. S. S. R.

Q. Write short essay on 'Polytechnisation of Education in U. S. S. R.

> "Polytechnisation is both a system of education and a method. As a system it acts as the co-relating agent between school and life. As a method it prepares the childern to be skillful and intelligent workers in the community."
>
> *Beatrice King—"Soviet Russia Gose to School."*

Polytechnical education in U. S. S. R.—In Soviet Union, secondary education is compulsory. In fact, this has been made in order to bring about many sided developments of the Soviet citizens who are interested in intellectual as well as artistic development. In fact it has been done with a view to fulfil the dream of Karl Marx, who laid emphasis on three things in education. He remarked :—"Education means three things : (*i*) *intellectual development*, (*ii*) *physical development*, (*iii*) *polytechnicat education*, which will give knowledge relative to the general scientific prienciples of all production processes, and will, at the same time, give children and young people practice in the use of elementary tools of all branches of production."

Polytechnical education is not a training for trade or profession.—This education is not a training for some trade or profession. It is, in fact, a form of special education or training that is given to students after completion of general school education, *i. e.* education up to 17 years.

Connection of labour with education.—In fact, polytechnical education in Soviet Union is an attempt to connect education with labour. It trains boys and girls into various processes of production and the organisation of productive activities. This knowledge helps them to step into life in a successful manner.

Polytechnisation—a borrowed idea.—Polytechnisation of education is a borrowed idea. Soviet Marxists borrowed it from French thinkers as well as thinkers of England. In fact, they thought that it was a nice method of building up socialism. Lenin very much appreciated the idea and tried to enforce it in a practi-

cal manner. However, this idea continued to pass through several trials and turmoils and, ultimately, came to be given a practical bias.

Experiment and research.—In order to give a practical shape to polytechnisation in education, Soviet educators carried out a good deal of research and experiments in this regard. They provided special type of training to the teachers, arranged workshops and work room, constructed curriculum and laid down syllabus and did many other things.

Then, a phase came when this was given up as an out of date idea. However, the idea rejuvenated itself and is now trying to gain ground.

War and polytechnisation.—The Second World War convinced the edcucators of Soviet Union that polytechnisation shall be of great value to the Soviet society. As a result of this realisation, in 1954 a degree re-introducting polytechnisation into all shcools was passed. This polytechnisation is slightly different and more scientifically planned as compared to polytechnisation of education in U. S. S. R. of 1931.

Polytechnisation of today.—Today this plan is found in almost all the schools. Now a good deal of importance is attached to hand work.

For Classes I to IV, there is provision for work in workshops and in the school plots.

Students of Classes V to VII have to undertake practical work in agriculture.

Students of Classes VIII to X have also to do practical work in engineering, electro-technics and such other activities. For these students there are workshops and special rooms. They have also to go to local factories and collective farms.

Emphasis on teaching of fundamental sciences.—In polytechnisation of education, every student has to study Physics, Chemistry, and other fundamental sciences. This teaching is theoretical as well as practical.

Teaching of agriculture.—Students are also given practical knowledge about agriculture. Agriculture is taught in its theoretical as well as in its practical aspect. Students have to go and have application of the theoretical knowledge in the school laboratories as well as in the farms.

Manual work.—Students have also to undertake manual work. This manual work has to be done in wood workshops and metal workshops.

Research in polytechnisation.—The Academy of Pedagogical Science tries of carry out and conduct research in the field of polytechnisation of education. It is done with a view to make this type of education scientific and elaborate.

Polytechnisation and training of education of the teacher.—Students who go in for training for future teachers, in training colleges and institutes, have also to take polytechnisation. They have to study this subject in theory as well as in practice and to practical work.

Future of polytechnisation.—Even today polytechnisation of education is going on improving itself. Teachers are given a good deal of initiative. In fact, educators of Soviet Union envisage a bright future for polytechnisation of education.

POINTS FOR REVISION

1. Polytechnisation of education is the need of the Soviet education.
2. It is being run on the lines enunciated by Karl Marx, the father of the Soviet Revolution.
3. Polytechnisation is a system as well as a method of education.
4. This system was borrowed by Soviet Union from France and England.
5. The Second World War further proved the necessity of polytechnisation of education.
6. According to the new plan of polytechnisation in education, every student has to attend to the following things, along with the study of different subjects :—
   (*a*) Practical work in workshops, farms and factories.
   (*b*) Application of the theoretical knowledge in the field of practice.
7. Polytechnisation of education is also a subject of research for the Academy of Pedagogical Science as well as a subject of study for the students in training colleges and institutes.
8. Polytechnisation is a growing branch in the field of education.

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CHAPTER XII

SPECIAL TYPE SCHOOLS OR SPECIAL SCHOOLS

Q. Descride briefly the arrangement and working of different special type of schools.

Or

Write short notes on the following:—

(a) School for Artistically Gifted.

(b) Schools for Handicapped and Defective Children.

(c) Labour Reserve Schools.

(d) Tecahnicums.

(e) Continued Education.

Special education.—By special education, we mean education of those children who deserve special treatment. This education may be for handicapped or gifted children. In Soviet Union, there is proper arrangement for special education of the handicapped as well as gifted children. Let us try to talk about them one by one.

(a) Schools for artistically gifted.—A child may be gifted in music, art, dancing or some other aspect of art. This tendency of gift shows itself from the early age. In Soviet Union, there is special arrangement for the education of such gifted children. There are special schools for this type of education. These schools have boarding sections as well. Children from distant places also come and secure education in these schools.

There are certain *Senior Secondary schools* as well that provide special training for special talents along with general secondary education.

Staff.—In these schools, the teachers are specialised. They possess bent for art as well as aptitude for teaching.

Encouragement at Kindergartes, children's clubs well as parents.—In Soviet Union, encouragement to the gifted children is provided at the Kindergarten schools, by the parents and the children's clubs. Pioneer palaces are also suitable centres for the encouragement of the talent of art, music, *etc.* There is also arrangement for testing the talent of these gifted children.

Education in these special schools is more or less free.

Generally, children at the age of 11 are admitted in these schools and at the age of 14 it is decided whether the education in the special schools should be continued or it should be changed into a general education.

Working.—These special schools work for six to eight hours a day. Along with the special education, there is also provision for general edncation. In class IV a child is taught general education for 28 hours a week and special subjects for 8 hours a week. This proportion goes on changing with the change in the stage of education.

Education for citizenship.—People of Soviet Union want that artistically gifted people should also grow into proper citizens. This is why general education is also provided. An attempt is also made to maintain the social quality of the children. They are encouraged to join clubs and pioneer palaces.

(b) Schools for handicapped and defective.—These schools are run and maintained for the children who are physically or mentally defective. There are schools for deaf, dumbs and blind as well as mentally defective or retarded children.

Special encouragement to the teachers for special education.—Soviet Union provides special encouragement to the persons who prefer to become teachers in these schools. Such teachers are paid 20 to 25 per cent more salary than an average teacher.

Research.—Research forms the backbone of the education in these special schools. Evcry attempt is made to have proper research work done so that the education may be properly conducted.

Aim of the education of defective.—The main object of the education for the defective is to make the people as normal as it is possible. Attempt is also made to give them a feeling of being part of the general community and to equip them to be able to self-supporting, as far as possible.

For the children, who are physically handicapped and defective, every attempt is made to encourage them to go in for further education. They are provided all sorts of encouragement in this regard.

Schools for retarted children.—A distinction is made in the schools meant for defective children and retarted children. Retarded children are a product of faulty environment or some such physical cause, which can be easily removed in schools that are maintained for retarted children, attempt to provide the

children with such an environment that may do away with their defects. Such remedial measures are also adopted that may do away with their defects. Neurologists and medical men as well as other psychologists and psychiatrists try to help the children to assume their normal bearing.

Working of these schools.—Generally these schools are residential. This helps the students to get full attention and care.

No doubt, such children are taught in groups, but these groups are very small. Every attempt is made to provide individual attention. Teaching programme is so organised that the student may take active part in the education. Teachers try to keep in touch with the homes.

Schools for Rehabilitation.—There are schools run for the students who have physical incapacity, such as Tuberculosis, Rheumatism, Rheumatic Heart, *etc.* These schools are situated physique.

While teaching these students, attempt is made to keep the teaching load light. Only then it is possible for these students to carry on the education in a proper manner.

In short, every attempt is made to rehabilitate all such students who are either suffering from such physical handicap or some mental retardation.

(c) Labour reserve schools.—These schools are the institutions that create a reserve for recruitment to major industries, mining, building, engineering, transport, *etc.* These schools are like trade schools. Generally the students are kept in the boarding-houses and given training which has a lot of practical bias. While these students work and get training, they are also provided with facilities for intellectual, physical as well as artistical recreation. In fact, these are training schools that serve as a recruiting ground for different industries and agriculture.

These schools provide general education with a technical or vocational bias. Sometimes, we find that the students enter such institutions at the age of 8 and remain there up to the age of 17.

(d) Technicums.—These schools train middle grade specialists for industry, administration and arts, education, law and nursing. Their main task is to provide medium qualified personnel for administrative jobs. These technicums train pupils for different walks of life.

Boys and girls, who have completed Junior Secondary School Education, are recruited here. Then they continue to receive education for three to four years. Sometimes, the education goes on up to five years.

About 5 to 7 per cent of the students, after completion of education here, go in the universities for higher education. The rest go in for professional work. Then, they may go in for higher education after they have done four-years work. In these schools, the education is carried out in such a way that the students, in addition to being qualified in a particular specially, also receive general education of the three upper forms of Senior Secondary Schools.

The staff of the technicums is specialised and trained. A good deal of emphasis is laid on production and practical training.

New type of technical schools.—New type of special technical schools are coming up in Soviet Union. There course varies from one to two years. They are there to train different types of specialists. These schools are free and no fee is charged.

(e) **Continued education.**—Continued education has its own significance in Soviet Union. This education is different from the education of the same name prevalent in England. '*The purpose of Soviet continued education is to provide a secondary education for all the young people, whether working in industry or in agriculture, who, for any reason whatever, were deprived of such education, without their giving up work.*' This education, in fact, is carried out in certain schools that came into being during the Second World War. Due to invasion on Soviet Union, the boys and girls left schools and joined the army and the factories. The Government made such an arrangement that these boys and girls could continue their education while working.

School for "working youth" and schools for "peasant youth".—These schools try to make up the education of those young boys and girls who had to suffer on account of war. Here the attendance is compulsory.

Here the course lasts for the same number of years as would have been spent in the secondary schools. The syllabus is also the same as in the ordinary schools.

Since it is not possible to study all the subjects concurrently, the year is divided into terms and the subjects are taken up according to the terms.

Teachers in these schools have to be very cautious and they plan their lessons properly. On the other hand, the students who study in these schools are not allowed to do overtime work in the factories or the fields, wherever they are working. However, the education in these schools is a continued education which continues with work. This programme of education can be applied in India and may yield good results.

POINTS FOR REVISION

1. In Soviet Union, there is ample arrangement for special education of gifted as well as retarded and defective.

2. There are schools for artistically gifted children that provide for their gift and talents in art, music, dance *etc.*

3. While imparting education in these special schools, every attempt is made to train the students in the art of citizenship.

4. There are also schools for handicapped and defective children.

5. In order to provide education to defective and retarded children, there are special schools.

6. There is distinction between the schools for handicapped and defective children.

7. Every attempt is made to rehabilitate the physically defective children and provide them with general education as well.

8. Labour reserve schools try to create reserve for recruitment to major industries.

9. Technicums also provide education of a technical nature to the boys and girls of Soviet Union. These are also schools of special type.

10. Special technical schools are also growing up in Soviet Union. There schools have a special function to discharge.

11. There is arrangement for continued education in Soviet Union.

12. There are special centres of education for this type of education.

13. In these schools attempt is made to educate the person who are handicapped in working.

14. There are special schools for 'working youth' and 'peasant youth'. These schools try to teach those young men who are handicapped in building up the Soviet society.

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CHAPTER XIII

PRIMARY EDUCATION IN U. S. S. R.

Q. 1. Discuss briefly the administration of Primary Education in the Soviet Union.

2. Throw some light on the philosyphy of Primary Education in Russia.

3. Analyse critically the courses of study of Primary Education in U. S. S. R.

After the establishment of the Communist regime in the Soviet Union, special attention was paid towards the problem of education. The plan of compulsory education was started in 1930. Under this system, education from class I to class VIII is compulsory. Excepting the pre-primary education, all edncation in the country is free.

It is necessay for the children, who have completed seven years before september 1, to get themselves admitted in some institution. In other words, the formal education of Russian children begins from the age of seven years, and he has to get himself compulsorily from class I to class VIII.

Since Communist doctrine does not distinguish between any difference of sex or cred, there is arrangement for co-educasion at all levels in the Soviet Union. However, in 1943, the education of boys and girls coming from urban areas were given separate education because both of them had to be taught different military education. But this system came to an end in 1952 when the co-education was given started in the country.

Vosmiletnaya Shkola (Eight-year School)

Since the duration of compulsory education in Soviet Union is eight years, the primary schools are therefore known as Eight-year schools. These schools are again of two types schools which have only first four classes are called Nachalnaya Shkola while the incomplete higher secondary schools (Srednaya Shkola) have also four classes. Under the first kind of schools teaching is imparted from class I to class IV, while in the second kind of schools, teaching is imparted from class V to class VII.

The division of Eight-year Schools into Nachalnaya Shkola and Srednaya Shkola is an internal matter. The course of studies from class I to VIII are almost similar. The only difference between the two is that only one teacher teaches in Nachalnaya Shkola and he teaches all subjects but in the Srednaya Shkola, where classes V to VIII are taught, each subject is taught by its masters.

The age of toe student in class V becomes twelve years and his capacity of grasping increseas. Therefore he has to study one foreign languages, the arrangement of teaching of English, French German, Spanish *etc.* exists. A student has free choice to select any one of these subjects. The language of English is very popular among these languages.

In Soviet Union there are certain schools where teaching of foreign languages is given from class I by direct method. The advantage of direct method is that the help of translation is not taken. A languages is taught to the students with the help of the same language. Special arrangement of teaching that language is made, the countries of which have special close relation with Soviet Union. Such schools are known as Experimental (Practical) schools.

Aims of Primary Education

In the Soviet Union, the State and the Communist party are synonymous words, because the communist party lays down the policy of the state. The aim of the party is to propagate communism. The chief aims of primary education in Soviet Union are:

1. To build a Communist State.
2. Ta make Soviet children good Communist citizens.
3. To teach the dignity of labour and to educate the children well.
4. To develop the feeling of disclpline.

Discipline

Discipline is an essential ingredient of the teaching system of Soviet Union. To carry on their working system properly in the schools, the educational authorities of the Soviet Union consider discipline an essential factor. Discipline finds an important place not only in schools but every field of future life.

We find the philosophy of discipline in a hand book called "Rules for the pupils". Discipline is taught to the the students on the basis of these rules, and every student has to obey and follow them. When a rule is violated by him, he is told the rule

which he has violated and why he should not have violated that rule. According to these rules he has to observe the following:

1. Attempt to get educated properly so that he may become educated and become a good citizen and may be able to serve the nation properly.
2. To attend to his education properly and never come late in the school.
3. To obey the teacher and director of the schools without putting any questions.
4. Should come to the school with his books and writing material. He should be fully prepared in the class before the teacher comes to the class.
5. He should be well-dressed and clean when he comes to the class.
6. Keep his place in the classroom clean.
7. He should take his place in the class when the bell rings. During the teaching in the class he should go out with due permission of the teacher.
8. During teaching he should sit erect, not lean to his sides, listen carefully to what the teacher teaches and to the replies of the students. In the class he should not take nor pay his attention to any other topic.
9. The student should stand-up when a teacher or the director leaves or comes into the class.
10. When replying to the students of the teacher, he should stand up alert at his place. He should sit with the permission of the teacher. If he has to ask any question of the teacher, he should simply raise his hand.
11. To write in his answer books methodically the matter taught in the class and show it to his parents in his house. He should not take the helps of his parents or guardians.
12. The student shoold show his respect towards his teachers and the director. When face to face with each other, he should bow respectfully and raise his hat or cap in this respect.
13. He should be polite towards his elders. He should behave politely and respectfully whenever his elders come accross in the school, on the road or any public place.

14. They should not smoke, or gamble with money or any other thing.

15. They should protect the property of the school. They should be careful towards his own belongings and that of his companions.

16. They should be always careful towards the old persons, weak or diseased persons. They should be provided spaces in the buses, and leave passage for them on the roads, and help them in every possible manner.

17. They should obey their parents and help them in bringing up their brothers and sisters.

18. They should keep their rooms clean. Keep all articles at their own places. They should also keep their beds, clothes and shoe clean.

19. They should keep students record book' with them. It should be preserved carefully, it should not be handed over to anyone else. It should be produced on demand by any school teacher or director.

20. They should pay adequate respect to their schools and defend their good name as their own.

Though these rules are very general, but it has a great effect on the build-up of their future character. Perhaps for this reason, there is complete absence of indiscipline among the students of the Soviet Union. In the present set-up of the world, when indicipline is increasing in spheres of life, the importance of the observance of the rules of discipline is worth noting.

Curriculum

In the Soviet Union, the courses of study in the eight-year schools are given in the book 'Teaching in Russia'.

The main aim of the primary education is to develop in the students a sense of aesthetics, in culcate in them the habit of cleanliness, politeness, kindness and their application in daily life.

In the higher classes of eight-year schools, the students are taught natural and social sciences and the fundamental principles on which they are based. Polytechnical education is given on the foundation of scientific and physical view points. The curriculum is based on the following subjects:

1. Local language;
2. Physics;
3. Mathematics;

4. Chemistry;
5. Biology;
6. History;
7. Geography;
8. One Foreign Language;
9. Physical Training; and
10. Draftmanship, *etc.*

The courses of study from class V to class VIII serve as a foundation of the subjects to be taught in class IX and X.

The courses of study in all eight-year schools of the Soviet Union is almost similar. Though these are certain changes necessitated by the local conditions, yet the principles on which they are based are similar. This had many disadvantages. There is no difficulty in changing the school of one student to another, because the courses in all schools are similar. All students have similar opportunities in their development. The courses are framed in such a manner so that emphasis could be laid on the group development instead of the individual development.

All subject in the Soviet Union are compulsory. No optional subjects are allowed. This has been done so that the students may get sufficient knowledge of all subjects at the primary level. In the sphere of knowledge the educationists of Soviet Union have a firm belief that it should be such a system which may depict the unity of thought and action. The knowledge can be acquired when it is imparted in a methodical manner. The courses of study have also been framed keeping this principle in view.

The courses of study go on increasing with the passage of time *i. e.*, when a student goes higher from one class to another. In class I and II, a student has to study for twenty four hours per week, while in class III he has to study for twenty six hours, and in class IV, they study for twenty nine hours per week.

Similarly in class V teaching is imparted for thirty three hours while in class IV, VII and VIII, teaching is imparted for thirty four hours per week. During this period, special emphasis is laid on the study of Russian language and literature, mathematics and science.

Great importance is attached to eight-year schools in the Soviet Union. In this connection Prof. N. K. Goncharov has remarked:

"The aim of eight-year schools of the Soviet Union is not to train students in any particular trade but to get the stu-

dent introduced to the working of the schools with their method of working. It offers them an opportunity to express their talents and thus to help them in selecting in one particular subject. The teacher study and inspect the activities of their students and direct their talents. They teach their student to evaluate their abilities and thus enable them to complete their higher secondary education and help them in becoming expert in some particular field or trade.

On the basis of the above, we can say that the aim of eight-year schools is to help the students for a better future life. In addition to this the aim is to give political education to the citizens of Soviet Union according to the necessities of the circumstances.

Education in Soviet Union is based on Communist principles. These principles have not been ignored of any stage. In Soviet Union emphasis in education has been laid on the dignity of labour while in England United States of America more emphasis is laid on the individual development of a student.

New Trends in Primary Education

Since 1969, new constructive changes are taking place in the system of Primary Education of the Soviet Union. The duration of pre-primary education of four years has been reduced to three years. Directions are now given with a greater speed. In this work, mental development of the students is not neglected. From the session 1971-72, all students of class I, II and III are now getting education according to the new programme. In the session 1972-73, the school education was about 45.2 millions.

Main subject of study in Primary schools of Soviet Union is 'mother-tongue'. Education of Russian language as an optional subject is given in those schools where it is not a mother-tongue. In class II and III teaching of the new subject of Nature study is being given since 1971.

POINTS FOR REVESION

There is provision of co-education at all levels in the Soviet Union. Since the duration of compulsory education is eight years, the primary schools are called eight-year schools.

The courses of study of eight-year schools in the whole of Soviet Union are uniform. The curriculum gives a great stress on the group development.

The students of class I and II have to study for twenty four hours per week, while the students of class III and 1V have to study for twenty six and twenty nine hours per week respectively.

The aim of eight-year schools in the Soviet Union is not to train a student in a particular branch of knowlenge or trade but to introduce him to different trades and subjects. It also enables them to get an opporiunity to find out their talent.

The teachers direct the talents of the student by inspecting and studying them. They teach them to evaluate their talents independently. In this manner they help their students to complete their higher secondary education and to get trained in a particular trade or skill.

The aim of primary eight-year schools is to prepare the students for their future life and to educate them in the political field according to the needs of the country.

The education in Soviet Union is based on Communist principles.

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CHAPTER XIV

SECONDARY EDUCATION IN U. S. S. R.

Q. 1. What is technicum ? Discuss its place in the field of education in Union of Soviet Socialist Republics.

2. Discuss the organisation of Vacational activities of the student in Soviet Union.

3. Give a brief account of the system of secondary education in the Soviet Union.

4. Discuss briefly the various forms of secondary schools in the Soviet Union.

5. Throw some light on the administration of Residential and Special Schools of secondary standard in the Union of Soviet Socialist Republics.

Introducation

In the Soviet Union the education from class V to VII is known as junior secondary education. Students lying between the age of eleven and thirteen years find admission in these classes. At this stage great importance is attached to all languages and literatures and their teaching. A student has to learn one European language besides the Russian language. Teaching of physics, chemistry, Soviet Constitution, algebra, geometry, trignometary *etc.* also is carried out simultaneously. All the end of the academic year examinations are held. Failed students are allowed to appear at a supplementary examination. After passing class VII, a student can either continue his studies or enter into his life.

The students of fourteen to seventeen years of age (or eigteen years) are given education of higher secondary standard. This standard of Soviet Union is equivalant to the higher secondary standard of India.

Upto the year 1958, there were some ten-year schools for imparting general education. The plan of making ten-year education of student has been under consideration for a long time. However, so far, only eight-year education is compulsory.

The new seven-year education is development oriented. According to this system, higher secondary education is of eleven

years duration out of which the education of first eight years is compulsory. In the new scheme of education there is provision of synthesis between group farm and workshop and work done in the factories giving polytechnique education at secondary education.

There is continuous progress in the secondary education in the Soviet Union. Before the October revoluation of 1917 in the Soviet Union there were only 450 special schools having about fifty four thousand and three hunderded students. Today their number is 4,200 and about fourty four lakh students are getting education there. About 90% and 70% students are getting education in eight-year and ten-year schools respectively at present and this is a great achievement in the world.

Education is also been imported in the Soviet Union at night schools and through correspondence schools besides full-time day education. This education is very popular. In 1971-72 there were about 300 special evening schools and 60 correspondence schools. The total number of students in these schools was about eighteen lakhs twenty four thousand.

AIMS OF SECONDARY EDUCATION

The Soviet Union has planned systematic education for attainment of its aims. It has been administered there in such a manner that a student may develop his faculties of independent studies. The education here also includes the practical work.

After completing secondary education many students enter into their lives and contribute their share in the production work of the nation. To prepare the students for this work is the aim of the secondary education in the Soviet Union.

At the secondary level there is no special arrangement for those students who want to continue their studies and enter into their lives.

The aims of the seoondary education in the Soviet Union are as follows :—

1. To solve the problems of Communist society and to fulfill the needs of the Country.
2. To develop and to extend the eleven-year secondary education in the towns as well as the viliages.
3. To synthesis the teaching of secondary education and polytechnic education with the work on the co-operative fields and the factories.
4. To give emphasis on the education of the experts and the specialists.

5. To develop the abilities of the students in a manner such that they may be able to select their subjects properly after completing their compulsory education and to help in the development of Science.

Secondery School Teachers

Generally the teaching is imparted by graduate teachers in the Soviet Union. Those who are not graduate are expected to make themselves able to perform such duties.

Curriculum

On coming to this stage of education, the curriculum becomes a bit developed and expanded. Besides giving knowledge of the Russian litrature, teaching is also imparted in the history of some other language. Teaching of the history of Russian language is imparted in the background of the World history. At this stage teaching is also given of the Russian Constitution. New form of Physics, Chemistry and Biology are brought into pratice at this stage. Teaching is also given of the history of Soviet Russia and its economic geography, at this stage as well as the teaching of a foreign language.

After completing the compulsory education the following subjects are taught at the secondary level according to the curriculum:

1.	Russian language and litrature	.. 4 hours per week.
2.	Mathematics	.. 6 .. ..
S.	History	.. 4 .. ..
4.	Russian Constitution	.. 1 .. ..
5.	Physics	.. 4 .. ..
6.	Astronomy	.. 1 .. ..
7.	Chemistry	.. 4 .. ..
8.	Psychology	.. 1 .. ..
9.	Foriegn language	.. 3 .. ..
10.	Physical training	.. 3 .. ..
11.	Technical drawing	.. 1 .. ..
10.	Means of production, such as agricultural machines, electricity *etc.*	.. 2 to 4.. ..

Besides the above, practicals in the laboratories, factories, industries, agricultural farms are also carried out. Educational tours are also arranged.

Curriculum of this standard is more intellectual. This curri-

culum lays more emphasis on the teaching of higher level as compared to work in industries or factories.

According to the reforms of 1958, more emphasis is now laid on the practical work.

For the teaching of girls, time is also devoted on teaching of home science, stitching and knitting, cooking of food *etc.* This is general difference between the education of boys and girls. Upto the duration of compulsory educatian all students become familiar with different aspects of work at the industries, factories and co-operative farms.

Text-Books

The arrangement of text-books in the Soviet Union is made by the State. These books are written keeping in view a certain principles and the philosophy of life. These books are prepared by the experts on the initiative of the Government and are published by the Government presses.

Types of the Secondary Schools

Teaching of pre-primary, primary and secondary education in the Soviet Union is imparted in one school simultaneously keeping in view the facilities of teaching, Russian schools can be classified as follows:—

(1) Primary
(2) Incomplete Secondary
(3) Secondary.

The eight-year education consists of the Primary and Incomplete Secondary teaching. After eight-year education, there is a three-year education which is known as Middle School Education. There are about 130 Middle Schools, in the Soviet Union, where education is imparted in all general subjects and some specified practical education.

The Secondary education of the Soviet Union offers a base for higher education besides being complete in itself. There are several middle schools in the Soviet Union which impart secondary education. These middle schools are of different types.

Secondary Polytechnic Schools

Associated with secondary education in Soviet Union there is a class of middle school which are called Secondary polytechnic schools. The age of students in these schools varies from fifteen to eighteen years. Formerly, the names of these schools was Secondary Labour Polytechnic School of General Education and

Industrial Training. These schools have arrangement of teaching for three years.

Majority of these twelve-year schools are associated with eight-year schools. About two third of the time of teaching in these schools of boys and girls is devoted to teaching of general subjects. Besides this about two hours per week are devoted to the study of some selected subjects. One-third of the remaining time is spent in carrying out the practicals.

Courses of Study

In these secondary polytechnical schools arrangement has been made for the teaching of Russian language and litrature, history, social studies, geography, one foreign language, mathematics, physics, chemistry, biology, astronomy and technical drawing.

In these institutions there is also a provision that a student may learn or study one optional subject for two hours per week. Thus, in these polytechnical schools there is arrangement for teaching of general and practical or optional subjects.

For practical work of these schools, arrangements exist in the neighbouring industries or factories. The students get a fixed remuneration for working in the co-operative farms or factories.

Certificates

After getting three-year education from these institutions, the students are given certificates of secondary education. On the basis of these certificates the students can take admission in higher institutions of learning for further education.

By taking specialisation in one particular subject it is not meant that the student will pursue the same profession in future life. They can select some other profession or work according to their choice in future life.

These institutions are established by the Ministry of Education of the Democratic Government.

Secondary Specialised Schools (Technicum)

In these institutions more emphasis is laid on Commercial Education. Different types of Commercial Education are imparted there. They can also be called semi-commercial institutions. Only those students are admitted here who opt for semi-commercial subjects *e. g.*, draftsmanship, clerks, nursing, *etc.* These schools impart education in three hundred to four hundred types of commercial subjects.

Most of the students enter into their life after getting their education here but it is not always necessary to do so. They can also go for Higher Education after getting success from the schools. Those who have completed eight-year education have to study in these schools for four years while those who have completed Secondary Education have to study for two years only.

Technicum is a name given to those institutions which train teachers for teaching in Kindergarten and Primary Schools. Similarly there are Technicum Schools for giving education in General Health, Nursing and Pharmacy *etc.* on Soviet Union out of every hundred institutions there are 20 institutions for training of teachers, 17 for Treatment and Public Health, 15 for Agriculture and Protection of Forests, 9 for Economic Affairs, Law, Culture and Physical Training and 39 for Industrial and Technical Education.

Administration

These institutions are administered by the Ministry of Higher and Special Secondary Education. The administration of Technicum and Special Secondary Schools is the responsibility of those Ministries of the Government in relation to which the Commercial Education is imparted there with this type of arrangement all Ministries of the Government get associated with the Special Schools of Secondary Education.

Every technicum has its own workshop. It is expected that by working in these workshops, the students will not only gain experience but also will gain capacity to produce better things and articles. The articles produced at Technicum workshops can also be purchased.

Industrial Technical Schools

The third type of secondary schools as known as Industrial Technical Schools or Vocational Technical Schools. They are also known as trained schools. Formerly, these were known as 'Labour Reserve Schools'. In these schools, Commercial and Technical Education has more weight, as is clear from its name. They are wholly commercial teaching institutions.

These institutions have arrangement for teaching of about eighthundred industries. The students are paid a fixed stipends for the study period in these schools. After completing their studies, the students are awarded 'Industrial Diploma'. The students can also go for higher studies from these schools if they so desire. These Secondary Schools are separate from other Secondary Schools. They are administered by the Ministry of the Technical and Industrial Education.

In these Vocational Schools, all types of workers are trained for use in all branches of agriculture and industry. About seventeen lakh trained workers got their degrees from Vocational Schools in the year 1971. During 1965-70 about seventy lakh persons got their training fsom these schools. It is estimated that this number will increase to ninety lakh during 1971-75. There is provision for the increase in the number of students in all Five-years plans of the Soviet Union.

In Vocational Schools those boys and girls are admitted who have obtained a minimum general education of seven-years. The education here is totally free. The arrangement of Boarding, Lodging and Lodging is also made by the State. All students, after completing their education, are employed in the corresponding vacancies.

In the Vocational Schools or Industrial Training Schools about 15% to 20% of the space and time is devoted for the study of general subjects while the remaining 85% or 80% of space and time is allotted for the study of special trade or occupation. The students of these Vocational and Technical Schools are mostly in the form of apprentice. The students of these Technical or Vocational Schools earn while they learn.

Part-time Schools

These students impart part-time teaching of those subjects which are aligned to the courses of study prescribed for Secondary Polytechnical or Secondary Special Schools. These schools are meant for those students who have some job at their hands.

The classes in these school are either held in the evening or during holidays. These schools are also known as Rural-students schools or Working-students school. In these schools only those students are admitted who could not continue their studies after attaining the age of fifteen years and could not get full-time education in any secondary school due to certain reasons.

These schools hold their classes during evening hours in the towns and the cities and during vacant hours in rural areas. Such students can also join correspondence schools. With these schools the students can complete their secondary education. There has been a very great progress in the development of Part-time schools and correspondenee schools in the Soviet Union.

Special Schools

In the Soviet Union there are different types of schools for different types of students. These special schools are of the following three types:

(*i*) Schools for handicapped students.

(*ii*) Schools for army and navy cadets,

(*iii*) Schools for students of artistic taste.

Schools for handicappnd students

The education for physically or mentally handicapped students are administered by three types of ministries. The students, who cau be taught and trained, are given their training by the ministry of Education. The students, who are very handicapped, are given education by the Ministry of Public Health. The Ministry of Public insurance manges the study of those students who are totally handicapped, and there is no chance of improvement or they have been born mentally retarded.

Admission to these schools is made on the basis of some intelligence tests or on the basis of observation. In these schools specially trained experts are appointed as teachers, nurses, doctors and psychologists.

For weaker boys and girls there are Forestry Schools where there takes place the development of children in the clean atmosphere. There are separate institutions for blind, deaf and dumb children.

Schools for the cadets of army and navy

Residential schools for eleven-years general schools were started in the Soviet Union in 1953 which prepared cadets for the army and navy of the country. These schools are of two types:

(*i*) Schools for land army and air force cadets.

(*ii*) Schools for the cadets of the navy.

Formerly, in these institution only those students were admitted whose parents had died or were killed in the World War but now preference is given to those who have become orphans.

Schools for students of artistic taste

In his memorandum entitled "Strengthening the ties of the school with life" Khrushev had written that in these institution good students should be educated in music, painting, dancing and sculpture together with teaching of high standard of science. But no progress was made in the implementation of this scheme.

During the present times, these appears a tendency to provide partial specialised knowledge to the students of class IX, X and XI.

The schools for students of artistic tastes give admission to such students who passes a high degree of aesthetic sense. There are about fifty institution which have arrangement for the teaching of music, painting, dancing, sculpture *ete.* The standard of these institution is very high. The Laningrad Art School has produced artists of international fame. The teaching of general subjects is also given here as in other public schools.

Residential Schools

The symptoms of the changes which has taken place in the primary and secondary institution of the Soviet were beginning to apper in 1952. In 1951, Khruschev gave a new turn to the educational policy and the development of the modern education has taken place along the outline. Instead of making ten-year education compulsory, the span of education was raised to eleven-years out of which eight year education was made compulsory. This was a very important step.

The number of residential schools is growing rapidly in accordance with the resolution at the twentieth convention of the Communist party of the Soviet Union held in 1956. The courses of studying of these residential schools is simililar to those of other institutions. Admissions to these institutions is not restricted to the children of high official or brilliant children, but preference is given to orphans, children of widows or unmarried women, feeble and children of large families.

The number of prohlematic children in these schools is growing fast and this is the reason why their standard is going down. About 23% of the students living here are free and do not pay anything. From other children the money taken is in proportion to the paying capacity of the parents.

The development of day-long schools in the Soviet Union is also taking place. In such schools, the children live throughout the day, take their food at night and go to their homes only for the purpose of sleeping. Thus the children get an opportunity to work at school for their earning and do not have to leave their parents at night.

Conclusion

We find a mixture of general and technical education in the secondary schools of Soviet Russia. This new system of education fulfils the needs of the Russion society. It has been possible to give dignity to labour through this system. The differences

between the intellectual and manual sections of the society have decreased to a great extent. By this system it has been possible to extend and enhance the Communist philsophy easily.

POINTS FOR REVISION

In the Soviet Union the education from class V to VIII is known as Junior Secondary Education. The age of students admitted to these classes varies from eleven to thirteen years. Special emphasis is laid on the education of Russian language and literature at this stage.

Children of fourteen to seventeen or eighteen years of age are given teaching of Senior Secondaoy standard, which is equivalent to the higher secondary standard of India.

After completing secondary education, the students enter their lives and contribute their might in productive work of the country. To prepare the students for productive work is the aim of the secondary education.

There is no special arrangement for teaching of secondary education. All students study simiultaneously, whether they should continue studies higher or take up their jobs after compieting this education.

Graduate techers are considered competent to teach secondary class. Those, who are not graduate, are expected to acquire this qualific ation.

The curriculum at this stage is more intellectual. Greater emphasis is laid on the needs of higher education as compared to the education relating to industries and factories.

Related to secondary schools in the Soviet Union there is a class of middle schools known as Secondary polytechnic schools. Children of fifteen to eighteen years of the age get education in these schools. These schools are also known as 'Secondary labour polytechnical Schools of General Education and industrial training'.

Another type of institutions of the same standard in the Soviet Union are know as Technicums. More emphasis is laid on the commercial education in these schools. These schools impart education relating to commercial subjects. They are also called semi-commercial institutions.

The third type of schools at secondary level are called Vocational Technical schools. They are also called Trade Schools, formerly known as Labour Revenue Schools. An arrangement has been made for teaching of about good trade.

The fourth type of school at secondary level are called Part-time schools. These schools impart education according to the courses of study prescribed for Secondary Special and Secondary Polgtechnical schools on part-time basis. Education is imparted to employed working men in these schools.

There are different types of special schools for different kinds of students. The admission to these schools is made on the basis of some intelligence test or observation of some handicap.

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EDUCATION IN FRANCE

CHAPTER I

HISTORICAL DEVELOPMENT OF EDUCATION IN FRANCE & ITS EDUCATIONAL SET-UP

Q. Describe briefly the development of education in France. Also give the educational administration and set-up.

Education in France.—France is a country which is rich in culture and education. It is known throughout the world for its culture, litearature, music and art. It has all been possible due to the education, which has a rich history and a background.

Role of the religious and private bodies.—French education owes a lot to the religious and private bodies. The first schools in France was established in 1684 by a religious institution. Then the religious bodies started giving attention to secondary education and high education. Several cathedral schools had been establishnd all over the country as early as the 10th century. In fact, education was an integral part of the church.

Public Schools.—Public schools came into being in France in order to give the country a new educational outlook. These schools were different from the schools run and maintained by the religious bodies.

However, there was a clash of the ideas in the field of education. Some people opposed the establishment of schools on the pattern of religious bodies, while the others liked it. For a pretty long time, public life of France was dominated by the managers and teachers of these two types of schools.

Ultimately, this view was accepted that the system of education of France was defective and it could not be held for long. There grew, therefore, a demand for centralisation of education. This demand saw the rise in 1789.

State interference in education.—This demand for the centralisation of education in 1789 was in fact, the beginning of the State interference in the field of education. In fact, the voice

for centralisation of education had been raised by La Chaloltais in 1763.

Centralisation of education.—This voice for centralisation saw its actual application at the hands of Napolean. He established University de France in 1808 and divided the whole country into 27 educational adminisatrative units. Each unit was under the administration of an Academy presided over by a Rector. All the institutions of the region were under the academy and the Rector was the administrative head of all. Ultimately, these academies were under the head of the Universite de France. He was called Grand Maitre dL University. He enjoyed the control over the educational arrangements of the State.

Elementary schools and education and the State.—As already stated, elementary education did not get any help from the State. These schools were run by Local Authorities. In 1833 these schools got the help from the Government. However, the grants were not at all sufficient.

Increase in grants and the State.—In the beginning for the twentieth century, the grant of these schools was increased and 70 per cent of their expenditure was met from the State grant-in-aid. It was done in 1907.

Inspection System.—Then, with the introduction of State interference, inspection system was introduced. The inspectors went to the schools and examined the working of these schools.

Education Act of 1882.—This Act made the elementary education compulsory for the childern. Along with this, it was also made free.

Although religious and private institutions were left free yet they had to depend upon the States for help and had to abide by the rules and regulations.

Education Act of 1904.—This Act strengthened the State control on education. Now religious bodies or private agencies could not interfere with the educational system. Since then, there has been greater control over the education in France. However, this Act did not bring about any appreciable change in the number of the students.

Theoretically, there was equality of opportunity for all but, practically, only privileged people could receive education in a porper manner.

The First World War gave a new filip to education. It encouraged the administrators to devote greater attention to education.

Regionalism and decentralization.—After centralisation, there came a movement for decentralisation. Now people started realising that the education should be decentralised. The whole country should be divided into several regions and the regional languages should be adopted in the media of instruction. This demand was put forward by the people of every State.

Less Compagnon deL Universite Nouvelle (the advocate of new education system).—During this period, a new body of teachers under the panel of this form tried to bring about uniformity in the sphere of education. They drew scheme for a well organised and well defined course for all Academies and States.

There was a demand for the principle of 'equality of opportunity' for educational facilities.

Changes in the course and arrangements for training.—The Second World War changed the face of the educational set-up of France. Even prior to that, an attempt was made to change the courses, syllabus and the pattern of education.

Second World War and its impact.—When France was attacked. Nazis captured it. This victory of the Nazis brought about more or less annihilation of the French educational system. However, President De Gaulle established a free France Government in Algiers. The Government appointed a commission on education, which recommended an overhauling of the educational set-up of France.

Liberation of France.—In 1944, France was liberated. With the liberation of France, the recommendations of the Algiers' Commission on Education were implemented.

On the one hand, the process of the implementation was going on and, on the other, another commission with Professor Paul Langevin was appointed. This commission made a thorough and detailed study of educational arrangements and the system of edueation in the country. The report of the commission was very bulky. It contained recommendations on all aspects of education in the country. It was as important as Ecucation Act of 1944 for England or Mudaliar Commission on Secondary Education in India.

Langevin Plan of Education.—This commission consisted of specialists of different subjects in the field of education. The report submitted by this commission contains the following points :—

1. There should be an equality of opportunity for all citizens for proper education.

2. There should be an uniform and common pattern of education throughout the country and the existing pattern of education and the schools should be modified to bring about that common or uniform pattern.

3. Education should be universal for the children up to the age of 14 years. In other words, it laid stress on compulsory education.

4. Greater emphasis should be laid on the Education of Science and Technology. It should be developed in such a way as to meet the requirements of the country.

5. Students should be taught about the civilization of France. The system of education and teaching must provide for the teaching of these subjects.

In this regard, we can say that this plan had a lot of common with the Mudaliar Commission on Secondary Education as well as the Radhakrishnan Commission on Education.

6. Students should take upon themselves the responsibility of training the students in public services.

7. Students securing professional, technical and teacher's training must be awarded scholarships and stipends so that they may devote their full attention to the education without being hampered by economic difficulties.

8. The Commission also recommended the categorization and classification of the various categories of education, such as elementary education, secondary education, higher education and technical education.

Since the Fifth Republic came into being in France, every attempt is being made to implement this pattern of education. Attempt is also being made to give it a new bias, according to the needs of the country.

POINTS FOR REVISION

1. France is an old country with a rich heritage of education and culture.

2. It is a country which has a long history of education. It was in the 17th century that regular arrangement for introduction of education was made.

3. In the beginning, the religious institutions and the public bodies made a valid contribution to education. Education, was then, more or less, a privately managed affair.

4. Towards the last phase of the 18th century, a demand for centralization of education was voiced. This brought about the control of the State in the field of education. This control went on increasing day-by-day.

5. The Education Act of 1904 enhanced the State control over education.

6. Then a demand for decentralisation of education was raised.

7. The two World Wars changed the face of education in France.

8. During the period of the Second World War free France Government was established in Algiers.

9. Then came the Langevin Plan of education.

10. Today the French pattern of education is being run on the lines laid down by this Commission of French education.

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CHAPTER II

ADMINISTRATION AND THE WORKING OF THE EDUCATIONAL SET-UP IN FRANCE

Q. "Educational administration in France is completely under the control of the Central Government." Discuss this statement and give your own views in this regard.

Central administration and education.—Education in France is still a centralized subject. It is the Parliament that lays down policy and frames rules and regulations in regard to education.

This legislation of the Parliament is executed by the Cabinet of the Ministers.

Role of the Central Government in the administration of education.—It is the Central Government which is responsible for the education of the country. It is entrusted with the following tasks :—

1. Arrange for the salary of the teachers, other officers of the Education Department and provide scholarships and stipends to the students.

2. Establish schools and lay down rules and regulations for the working of the administration of these schools.

3. Lay down the conditions of service, pay scales and other rules concerning the working conditions of the teachers and other officers of the Education Department.

4. Lay down the rules and regulations in regard to the system of examination.

5. Help the local bodies in setting up schools in different areas of the country.

6. Lays down the policy and objectives of education and make efforts to bear the education in accordance with this policy and objectives.

Cabinet and the Education Minister.—We all know that France has a presidential type of Government, yet there is a cabinet to assist the President in the discharge of his duties as the head

of the State. It is the cabinet which is responsible for laying down the policy of education and getting it executed. Education Minister is a member of the cabinet and in-charge of the administration of education in the country.

Functions of the Ministry of Education.—The Minister of Education is responsible for the following :—

1, To lay down and frame rules and regulations, in regard to educational policies and systems in the country.

2. To lay down rules and regulations in regard to the administration and working of the schools.

2. To accord approval to the income and expenditure of the Education Department.

4. To lay down the rules and regulations in regard to examination and degrees.

5. To sanction appointment of the professors and other high officers of Education Department and make arrangement for their salary.

6. To provide for the scholarships and stipends to the students.

7. To keep a general supervision over the working of the private schools.

8. To get executed the administrative decisions of the University Council.

Boards and Councils.—There are several board and councils, attached to the Ministry of Education. Their work is to advise the Minister of Education and assist him in his work. The following two are the important committees of this ministry :—

(*a*) Superior Councils of Public Instruction ; and

(*b*) Consultative Committee of Public Instruction.

Let us now talk about them a bit in detail.

The Consultative Committee of Public Instruction.—This committee is formed of the representatives of the teachers, the Inspector General, the university president and representatives of different bureaus.

There are several sections of this committee. Each section deals with one aspect of education.

There is a separate community for technical education.

Then, there are superior councils of public instruction, that deal with different branches of education. There is a superior Council of Fine Arts, a Superior Council of Education and Fine Arts, a Council of National Museum, Superior Council of National Conservatory of Music and Oratory, *etc.*

Board of Higher Education.—This is an advisory board. Its main task is to advise the Minister of Education in regard to the problems of higher education. Generally its member are educationists of eminence. They enjoy a representative charater as well.

Regional Administration of Education in France.—France has been divided into 90 regions. This division is there in order to facilitate the administration of education. Each region has a university whose *Rector* is the head of the educational administration of that region. He is not only responsible for higher education but also for pre-primary, secondary and other aspects of education.

'*Rector*' is elacted by the Deans of the faculties, There is a committee to help him and advise him on secondary education and its progress. It is through this committee that the Rector exercises control over the institutions run by private bodies. It is this committee consists of the Deans of the Faculties of the universities, principals of private secondary schools, inpectors of schools and other members. It is the Education Minister who appoints the members of the committee.

Department of Education.—There are 93 territorial departments of different administrative regions of France. These departments came into existence, in order to facilitate the administation of education and its working. There is a chief Administrative Officer of every department, who is called *Prefect*. He acts as the representative of the Government in regard to administrative matters. He presides over the Boards of Primary Education and such other boards.

He is assisted in his work by a sub-prefect. He is appointed by the Central Government.

Ecah department has been further divided into several sub-departments that are known as 'Arrondissement'. This word is a French phrase that means 'Sub-Department'. Each sub-department is presided over by a sub-prefect.

Inspestorate.—In French educational system, inspectorate is a powerful agency. It is not looks after the working of the education but also helps the administrators to carry out their

duties efficiently. These inspectors help the Rector in the discharge of his duties.

It is these inspectors who carry out the day-to-day work of the administration of the department of education. Inspector are highly qualified persons.

Functions of the inspectors of the schools.—Inspectors of schools discharge the following functions :—

(*a*) Make the teachers to take care of the study.

(*b*) Take care of the construction of the school buildings.

(*c*) Look after the working of the private schools and the displine of the employees.

Inspectors for primary schools and infant schools.—There are inspectors as well as inspectresse appointed for the primary schools as well as infant schools.

Inspectors for technical schools.—They look after the working of the technical schools and the teachers therein. These persons do not belong to the Education Department. They are recuited from the Industrial Department.

Agriculture teachers and inspectors.—In France, proper attention is paid to the education of agriculture. For this task, the agriculture teachers and inspectors help.

Committees and councils.—Every department has a general council attached to it. It is this Council that looks after the problem of general education. Then there are the following councils for different aspects of education :—

(*a*) Council for primary education.

(*b*) Council for techhical education.

(*c*) Commission for agricultural education.

These councils are more or less elected bodies. Their main function is to administer the expenditure on education and lay down policies. Defferent councils look after different aspects of education.

Some of the members of these councils are appointed by the Prefect.

Local bodies and their administration of education.—Municipal Boards and other local bodies in France also look after the working of the education. These are several boards, mostly elected ones. These boards are generally known as Cantons. It is the administrative officers of these boards that carry out the administration of education. The main task of these officers and

boards is to arrange for establisment of schools of different types and create and abolish posts.

Different varieties and stages of education in France.—Education in France may be characterised under the following heads :—

1. **Pre-primary education** which includes kindergarten schools and children's classes. This is for the children up to 6 years of age.

2. **Elementary or primary education.**—There are two types of schools that cater to the needs of this education. They are :—

(*a*) Elementary primary education schools.

(*b*) Primary classes and secondary schools.

Schools for physically and mentally handicapped children.—These schools are special types of schools as they exist in Russia, India, U. S. A. or England, and they provide elementary education to physically and mentally handicapped children.

Superior primary education.—This is meant for the students in the age group of 13 to 16 years. This education may be compared to Junior High School and Secondary Education of India.

Secondary education in schools.—For secondary education there are schools. They are functioning according to the Education Act of 1919, which has been amended according to the needs of France.

Relation between elementary and secondary education.—In India, Eegland and other countries, elementary education is complementary to secondary education. In other words, secondary education starts where elementary education ends. It cannot be said about France. There is sometimes over-lapping as well. Now every attempt is being made to establish a close co-ordination in the working of different categories of schools.

Changes in the pattern of the educational system of France.—In 1927, changes were effected in elementary and secondary education in France. Class system was introduced. It was during this year that girls were also allowed for admission to the schools meant for the boys.

Ten years afterwards *i. e.* in 1937, primary education for six-years was made compulsory. It was considered that elecmentary education is the first stage and secondary education is the secondary stage.

Secondary education was also spread over 7 years.

It was made compulsory that all the students up to the age of 14 must go in for education.

Education accoding to aptitude.—In France, every attempt is made to provide education according to the aptitude. When a boy enters a secondary school, his aptitude is tested and then he is provided education accordingly.

Every attempt is made to bring about all round development of the personality of the students, *i. e.* physical, intellectual, moral as well as general. However, since the Second World War and the establishment of the Fifth Republic, education is growing in several respects.

POINTS FOR REVISION

1. In France, it is the Central Administration that plays a vital role in the administration of education.

2. The Minister for Education is the highest functionary of the educational set-up of France. He is the member of the Cabinet.

3. There are several committees and boards that assist the Education Minister in the discharge of his duties.

4, France has been divided into 90 regions for administration of education. Each region is under the charge of a Rector.

5. The regions have been divided into department. There are 93 departments in all. These departments have been further divided into sub-departments.

6. Each department is under the charge of a Prefect and the sub-department under the charge of a Sub-Prefect.

7. Inspectors play a vital role in the educational set-up of France. There are different varieties of Inspectors.

8. Local boards and municipal boards also play their role in the field of education.

9. The members of the boards and the administrative officers try to help in this direction.

10. Educational set-up of France may be described under the following heads :—

(*a*) Pre-primary education, which consists of Kindergarten schools and children's classes.

(*b*) Elementary or primary education, that consists of primary schools or schools for elementary education and primary class in secondary schools.

(*c*) Schools for physically and mentally handicapped children.

(*d*) Schools for secondary education and institutions of higher education.

(*e*) Institutes for higher education and universities.

11. Formerly there was no co-ordination between the various stages of education. Now the administrators of France are trying to establish such a co-ordination in an effective manner.

12. Since 1927, education has been undertaking several changes in France. It is being made to cater to the various requirements of the land and the people.

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CHAPTER III

PRE-PRIMARY EDUCATION IN FRANCE

Q. Write a short essay on 'pre-primary education' in France.

New scheme of pre-primary education.—Now there is a lot of decentralisation of education in France. This dencentralisation can be seen at all its levels and stages. Prior to the primary education, there is the pre-primary education. The pre-primary education is carried out by the following institutions:—

(*a*) Kindergartens.

(*b*) Children's class.

(*c*) Special pre-primary education.

This education is meant for the children who are below the compulsory age of 6 to 14 years.

Today on one hand, we find that there is the modern system of pre-primary education and on the other, we also find the old system of pre-primary education. We shall try to discuss the both.

'Lycees' and Colleges and pre-primary education.—These are the oldest institutions of pre-primary education. No doubt, new national pattern of pre-primary education in France has given them strong shaking, but even they are there. In these schools, children are imparted education in such a way that it makes their primary education.

Salles D'asile.—These are also the oldest institution for primary education. These institutions take the students between the age of 2 to 5 years and through psychological methods try to make them fit for primary education. They also impart education in good manners and behaviour.

These are like Creches and nurseries of Soviet Union and other progressive countries of the world.

'Classe Enfaptine'.—These institutions occupy an important place in the development of pre-primary education in France. Formerly, they used to work like extra-classes for primary schools.

Head masters of the primary schools were entrusted and are even now entrusted with the task of running these schools. We may call them Sub-departments of Primary Schools. Children between the age group of 3 to 8 years are admitted in these schools.

Kindergartens.—These schools are like other Kindergartens of different countries of the world. Here both boys and girls of the age group of 3 to 6 years are admitted and provided education. There education is divided into two parts :—

(*a*) In the first part, they are trained in art, craft, handicraft, language and observation of study. While providing them with this type of education, of keen eye is kept on their psychological and physiogical development.

(*b*) The second stage comes after the first stage and it is higher than the first one. It is at this stage that the students are taught in three Rs.

Every attempt is made to bring about all round development of the children in those schools.

Administration and management of the institutions of pre-primary education.—The Second World War, which ravaged France considerably, also gave it a new system of child education. Since mothers had to go in for work, Creches and nurseries were established. In these nurseries and Creches children were looked after and provided with pre-primary education. Now they are progressing further.

There are Government as well as private agencies that establish, maintain and run institutions for pre-primary education. The responsibility for establishing these schools does not lie with the Government. It is the responsibility of the people. The Government comes out with grant-in-aid.

System and method of teaching.—The system of teaching in the institutions meant for pre-primary schools is quite a psychologically and scientifically planned. Children between the age group of three to six years are taught here and so every attempt is made to look after their physical and mental development, At this stage, the development is pretty fast and so the teachers have to keep an eye on this.

Education in these schools is provided with the help of the games and plays. Through play, there are given an insight into various problems of life. Through this method it is also possible to teach them things easily and successfully.

Montessori system of education is also popular here.

POINTS FOR REVISION

1. Pre-primary education in France has a history of about 200 years.

2. Along with new institutions of pre-primary education, old institutions for the purposes are also going on. Following are the various institutions that impart pre-primary education in Franc :—

(*a*) 'Lycees' and Colleges.

(*b*) Salles D'asile.

(*c*) Classes Enfantine.

(*d*) Kindergartens.

(*e*) Creches and nurseries.

3. The State of France does not undertake the responsibility of establishing the pre-primary schools, but it does give grant-in-aid.

4. Teaching in these pre-primary institutions is carried out on scientific lines. While teaching the students good manners and behaviour, attempt is also made to bring about their proper development.

5. Montessori system and other modern systems of pre-primary education are also prevalent in France.

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CHAPTER IV

PRIMARY EDUCATION IN FRANCE

Q. Describe briefly the working of the primary education in France.

Free and compulsory primary education.—In France primary education is free and compulsory. This declaration was made in 1881. Primary education is compulsory for the students between the age of 6 and 14.

Primary schools and therir responsibility.—Primary education is a co-operative venture of the Government as well as the private agencies. These schools have been establisbed by the Government agencies as well as private agencies. Within the jurisdiction of every municipality, there is a Government primary school. There are separate primary schools for boys and girls. When the requisite number of the boys and the girls of compulsory education age is not available, co-educational primary schools are established.

Private schools receive grant-in-aid from the Government for their building and other purposes.

Requirement of the buildings of the primary schools.—There are rules laid down for the construction of the buildings of the primary schools. These rules prescribe the area of the playground, situation of the school and other things.

Organioation of the primary education.—Primary education in France, from the point of view of educational work, is divided into three stages :—

(*a*) Primary Education ;

(*b*) Primary Secondary Education ; and

(*c*) Higher Primary Education.

Prior to the present arrangement of the primaey schools, there were preparatory schools. These preparatory schools were attached to the secondary schools.

Education Ministry and Primary Education Department.—Primary education occupies an important place in the educational set-up of France. Every attempt is made to improve the

work of the primary education. Under the Ministry of Education, there is a Department of Primary Education. This department is a self-contained department and has a separate identity.

School-timing.—We have already seen that primary education is compulsory for the children of the age group of 6 to 14 years. Schools, that smpart primary education, work according to the physical and mental requirements of the children of this age group. School works for 6 hours a day. Working starts at 8.00 A. M. and goes on till 11.00 A. M. and then there is an interval of two hours. This interval lasts up to 1.00 P. M. The second shift of of classes starts at 1.00 P. M. and goes on till 4.00 P. M.

There are short intervals betwee 8.00 A. M. and 11.00 A. M. and 1.00 and 4.00 P. M. shifts. Two days are holidays, *i. e.* Thursday and Sunday. Every student has to carry on his studies for 30 hours per week. $2\frac{1}{2}$ hours are fixed for physical exercises.

Attendence of students.—Attendance of the children of the age group of 6 to 14 years is compulsory. It is the legal responsibility of the guardians to send their wards to these schools. The guardians have been entrusted with responsibility informing about their wards to the school authorities.

Guardians have the freedom to make arrangement for the primary education of their wards. But, before admission, every such student has to pass examination.

Every student of 5 years of age must find admission in a primary school. In fact, it is responsibility of the guardians to impose regular attendance on their wards. Information about absenting students is sent to their guardians.

Leave for absence is also granted on special circumstances. In order to attract the students to maintain a high percentage of attendance, they are awarded things of daily use such as clothes, shoes and reading and writting material.

Students, who come from distant places, are given scholarships for encouragement. Those students, who are sons of the farmers get special facility for leave.

Syllabus and curriculum.—Primary education is divided into three stages. This is, in fact, the division of the education that is carried out at the primary stage. After the primary stage of education, there comes the superior primary education.

Medium of Instruction.—People of France are very conscious of their cultural heritage. The want to preserive their culture, maintain national solidarity and national unity. In order to do all this, they have introduced Franch as the medium of instruction.

This is the standard form of French which is treated as the medium of institution.

Selection of Subjects.—The subjects in the educational pattern at the primary stage have been selected in accordance with the needs of the country and the French society. Although psychology has not taken over full control over the education, yet every attempt is made to keep in mind the mental development of the children. Education is so imparted that their mental development may take place and a harmony may be brought about in the functioning of the mind, eyes, hands and other parts of the body. In order to achieve the object, the following subjects have been included in the syllabus :—

(*a*) Arithematic.

(*d*) Handicraft.

(*c*) Home Science.

Physical education.—Physical education is more or less compulsory. It is done in order to bring about the physical development of the children. In other words, along with mental development, physical development is also given due importance.

Difference between subjects for boys and the girls.—There is difference between the syllabus prescribed for the boys and the one prescribed for the girls. Generally boys are taught the following subjects :—

(*a*) Mathematics.

(*b*) General Science.

(*c*) Drawing.

(*d*) Music.

(*e*) History and Geography.

(*f*) Civics and moral teachings.

The scope of these subjects is large as the students go up in primary education.

Girls are taught the following subjects :—

(*a*) Home Science ; and

(*b*) Other subjects that are taught to the boys.

Agricultural and commercial subjects as well as industrial subjects are also included in the syllabus.

Local needs.—While drawing up the syllabus of the primary education, local needs are very much kept in mind. In fact, local needs influence the selection of the subjects and laying down of the

curriculum. However, this should not mean that the local needs hamper the unifomity in the system of education.

Text-books.—Text-books trade is not nationalised. In other words, it means that the Government does not get the books written and published. Of course, it does not exercies its control on the prescription of the text-books. Generally, it is prescribed by the committee consisting of the Inspector of the Primary Schools and other teachers. While selecting the text-books, every thought is given to its university and its universal use. This oommittee meets before the beginning of the session and prescribes the text-books. Once the books have been prescribed, it is not possible to make changes frequently.

In France the educators are very conscious of the needs of the students and so only such books that are fit for the standards are prescribed and laid down. Apart from the text-books, student are also given exercise-books.

Examination system at the primary stage of education.—In France, there are two types of examinations :—

(*a*) General examination; and

(*b*) a competative examination.

General examination is held at the end of a course and, after it, a diploma is awarded.

Specialisation examination.—Students are also given test for specialisation. Those who have taste for certain subjects or walks of life have to take these examinations.

Admission examination.—Those students who get primary education at home, are admitted to the subsequent stage of education only after an admission examination. This examination is conducted by an Examination Council.

Certificate of Primary Education.—Students have to appear at annual examination. This is held at the end of the second academic session. At the age of 12, every student has to appear at an examination which gets him a certificate of primary education.

Difference in the examination system for boys and girls.—There is difference in the examination system for boys and girls. The boys are examined in a different manner in different subjects and the girls are examined in a dtfferent manner in different subjects.

Examination consists of oral, written as well as practical tests. At the primary stage there are only oral and written examinations. Practical tests are not held.

Superior Primary Education.—In France there is an arrangement for superior primary education. This education is sightly higher than the normal standard of primary education. This is a two-fold arrangement of this superior primary education :—

(*a*) Superior primary schools proper ; and

(*b*) complementary courses or schools.

Now superior primary education is a three-year course. After the completion of this stage of education, students are awarded certificates that declare them eligible for different types of Government services and teaching jobs. In fact this standard of education of France may be compared to Junior High School Education in India.

Complementary courses.—These courses run for two years, at the end of which a certificate of primary education is awarded. Those students who have passed these examinations get admission in Normal schools.

Courses and syllable.—At this stage of education, following subjects are taught :—

(*a*) Physical education ;

(*b*) Agricultural subjects ;

(*c*) Industrial subjects ;

(*d*) Handicraft ; and

(*e*) Other subjects of academic importance.

There is difference in the courses prescribed for the boys and the girls. Students are taught subjects that may stand good in their taking up various vocation, technics and jobs in life. They are taught scientific subjects as well as humanities.

'*Local needs*' play an important part in the prescription of the subjects even at this stage of education.

Management of the schools and the teachers.—Every school has a managing committee which is called '*Committee of Patronage*' or '*Comite de Patronage*'. The day-to-day work of the schools is carried out by the head of the institution who is called the head master. He is appointed by the Ministry of Education. He is responsible for the selection of the subjects and the prescription of the courses. A person, who possesses diploma in education and teaching experience, is appointed to the post.

Teachers with superior licence are appointed teachers at this stage of education. Every teacher must have attained the age of 25 and must have a teaching of at least 5 years.

Moral teaching.—Moral teaching occupies an important place in the superior pirmary education in France. Attempt is made to impose it with strictness. Moral teaching includes training in civic responsibilities as well. In short, it may be said that every attempt is made to train the students to become good citizens.

Examination.—After the end of the superior primary education, a diploma is awarded. In order to award the diploma, a test or an examination is held. It consists of three types of tests :—

(*a*) Oral.

(*b*) Written.

(*c*) Practical.

Students between the age of 15 and 18 are eligible to appear at this examination.

POINTS FOR REVISION

1. Primary education is free as well as compulsory. All the students up to the age of 14 have to receive compulsory education.

2. Primary education is divided into three stages :—

(*a*) Primary education.

(*b*) Primary secondary education or elementary education.

(*c*) Superior primary education.

3. Establishment of primary education is the responsibility of the Government as well as private agencies.

4. There is a department of primary education under the Ministry of Education, that looks after the working of the primary education in France.

5. Local bodies too have the responsibility in the field of primary education.

6. There are strict rules and regulations in regard to the building of the primary schools.

7. Attendance is compulsory for the children of the age group of 6 to 14 years.

8. Guardians have been entrusted with the responsibility of sending their wards to the schools.

9. Exemption from compulsory attendance is granted in special cases and circumstances.

10. Parents may take their children for primary education

at home, but for entrance into a school they shall have to appear at an admission examination.

11. Syllabus and curriculum at this stage of education has been prescribed, keeping in view the physical and mental requirements of the children as well as the requirements of the country.

12. There is difference between the syllabus for the boys and the girls.

13. Text-books are prescribed by a committee. These text-books are prescribed, keeping in view their importance for the physical and mental requirements of the children.

14. There are different categories of examinations in France. These examinations consist of oral as well as written tests.

15. At the superior primary stage of education peaceful examinations are also held.

16. Superior primary education is like the Junior High School education of India.

17. Generally it is a three-year course.

18. At this stage of education, there is also difference in the course for the boys and the girls.

19. Schools are managed by a committee of management, the head of the institution is the head-master, who is appointed by the Minister of Education.

20. Teachers are appointed on the basis of their qualifications and their diploma in teaching and education.

21. In France a good deal of stress is laid on the moral education or training the students to become good citizens.

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CHAPTER V

SECONDARY EDUCATION IN FRANCE

Q. Describe briefly the administration, management and the working of the secondary education in France.

Uniform pattern of secondary education.—In France we find that there is a systematic and uniform pattern of secondary education. The credit for this goes to Napolean the Great. He gave a new system of education to France, with a view to establish the value for which he stood. Since then, the secondary education has been growing with the years. Now we find that there is scientifically organised pattern of secondary education in France.

Institutions of secondary education.—There are several institutions that impart secondary education to the boys and girls in France. They may be categorized under the following heads:—

(*a*) Lycees.

(*b*) Modern Colleges or 'College Moderne'.

(*c*) Complementary Classes.

(*d*) Technical Secondary Schools.

Lycees.—These are the oldest institutions of secondary education in France that were established as early as 1809. These institutions were established with the basic object of preparing the students for higher education. Here, there is a seven-year course and great stress is laid on the teaching of Classics and Mathematics.

These institutions are like the public schools of England as well as India. Here the fee is exhorbitant and so only rich people can afford to send their wards to these schools.

Colleges.—In fact, these colleges are offshoots of the Lycees. They were established three years after the establishment of the Lycees, *i. e.*, in the year 1812. The object of establishment of these colleges was to meet the shortage of educational facilities. These colleges were the responsibility of the municipalities and other urban local bodies. The Government gave help to these institutions.

The basic object in the Lycees and the colleges was, that the teachers were more qualified in Lycees as compared to the colleges. However, with the passage of the time, it was felt that this difference was endless and in the modern set-up this difference has been more or less done away with.

Modern Colleges.—These are the products of the Post-Second World War period. Higher primary schools were upgraded after the Second World War. This was done in order to meet the requirements of the secondary education, These modern colleges are those very upgreaded higher primary schools. Now a good deal of emphasis is laid on the teaching of Science and modern sciences. These colleges may be called subordinate institutions of the Lycees and the colleges. These institutions prepare institutions for the degrees of the Lycees and the colleges.

Complementary Classes.—These classes have their own value in the rural areas. In fact, these classes are attached to the primary schools where Lycees and colleges have not been established. Those students who pass their entrance examination at the age of 11 are imparted secondary education through these complementary classes. After passing the examination at the end of the period prescribed for these classes, the students are awarded Elementary or Lower Secondary Certificates. These entitle the students to get themselves transferred to other secondary schools or get admitted at the entrance examination of Normal Schools.

These classes are held according to the local needs and requirements. That is why, according to the needs, changes are effected in these classes.

Secondary Schools for Technical Education.—These schools have been established in order to provide technical education at the secondary level. These are like the technical high schools of India or institutes of technical education of England. They are called 'College Technique'. In these institutions, the pattern of education is different from that of the ordinary secondary schools.

Secondary education for girls.—Prior to 1880, there was no adequate arrangement for the secondary education of the girls. The private institutions, religious bodies and churches *etc.* made arrangements for the education of the girls. After 1880, separate Lycees and Colleges were established for the girls. Probably, France did not like the idea of having co-education institutions. Girls could read in the institutions meant for the boys only at the places where they were insufficient in number.

The curriculum and the syllabus of these institutions com-

prised of the subjects that were more usefull for women and their house-hold duties.

Now the secondary education for girls has undergone a change. Their education is not confined only to arts which are useful for domestic life. They are also taught Home Science, Home Economics, Tailoring *etc.*, along with other modern subjects.

After the completion of the course an examination is held and the girls are awarded certificates.

Orientation for secondary education.—This is a step to modernize the secondary education in France and satisfied the requirements of the aptitudes and the interests of the students. Since 1937, orientation classes are held. These orientation classes are held to find out the interests and the aptitudes of the students for secondary education. This system is adopted up to the first half of the secondary education. This system is now being experimented in whole of secondary education.

This system lays a lot of stress on the interest of the children, the child psychology, individual differences and such other requirements. In fact, this system of providing quite useful the expansion and the development of the secondary education.

Administration and the control of secondary education.—We have already seen that in France the Government as well as the private agencies play their part in the field of secondary education. Every institution has management committee which consists of the Rector, the Deans of the Faculties, the representatives of the guardians, the Prefect and the Principal. This management committee helps the administration of the institution.

Every institution has a head. The head of the Lycees is called '*Provisor*' and the head of a college is called '*Principal*'.

The responsibility for the teaching and internal discipline lies upon the principal and other members of the staff. Finances are arranged by the committee of managemnt. It is the committee of management that is responsible for the appointment of teachers and other members of the staff.

There are '*severel committees*' that help the working of the institutions. Almuni Association is responsiple for the collection and disbursement of the scholarships. Then there are class council and educational council. Class council consists of the students and all the teachers are connected with a class.

The purpose of all these councils and committees is to bring about a co-ordinated system of education.

Educational council consists of all those teachers who teach the same subjects in different classes.

The responsibility for having an uniform pattern of secondary education lies on these councils and committees.

Curriculum and syllabus.—At the secondary stage of education in France, several subjects are taught. These subjects differ at different stage of education.

Curriculum of the Lycees Colleges.—These institutions provide education of two categories :—

(*a*) Primary stage

(*b*) Secondary stage

Primary education runs for four years and secondary education for three years.—After completing the four-year course, every student is awarded a certificate. At the primary stage of education, Latin is a compulsory subject and Greek is also taught as an optional subject.

Subjects for secondary stage.—At this stage Latin and Greek are not taught. On the other hand, the following subjects are taught: —

(*a*) French lanauage and literature,

(*b*) Painting,

(*c*) Science,

(*d*) Physics, Chemistry, Methematics,

(*e*) Physical education and Hygiene,

Here emphasis is laid on specialization in Philosophy and other subjects. This is done in the last year of the secondary education.

Naming of the classes.—In France, the classes of the secondary education have been differently named as compared to India. This difference in naming sometimes leads to confusion in the understanding of the pattern of secondary education in France. Here the First Class of the secondary education is class VI and the First Class is that which precedes the last or the final year of the secondary education. In fact, the naming of the class is regressive. In other words, as we go up, we find that there is decrease in the number of the class. From VI we proceed to V and from V to IV nad so on and so forth.

Out of the subjects prescribed for the last year of the three year secondary course, every student has to select one for specialization.

Working hours.—In France, schools work for six hours a day. There are different hours for the teaching of different subjects. Given below a list of subjects and the hours alloted for its teaching:—

Class VI or the first year of the secondary education:—

Latin.....6 hours per week.

French.....4 hours per week.

Algebra..... 2 hours per week.

Physical Training

and painting.

Physics and

Chemistry..... 4 hours per week for each subject.

Geography

Nature Study.....1½ hours per week.

As the students go up in classes, the number of the hours also goes up.

Baccaluareat.—This is the highest class of the secondary stage of the education. After completing the secondary education, the students are put to an examination and they get this degree. After this degree, it is possible for a student to get admission in a university.

Prepartion for university admission.—In some of the institutions run for secondary education, there are classes that prepare students for admission to universities. In these classes preparatory coaching is carried out. This is done in order to facilitate the admission of the students in the universities.

Method of teaching.—In France, every attempt is made to impart education on modern, up-to-date and sctentific lines. Every attempt is made to employ up-to-date methods and develop various faculties of the students.

Development of the faculty of reasoning and analysis.—The object of teaching in France is to develop in the students the faculties of reasoning and analysis. Students are provided with the opportunities of observation and, on the basis of this, they proceed on self realisation.

Books and note-books.—In every class in France, every students is expected to have his text-books and a note-books as well. The teachers teach the book and the students note down the facts on the note-books.

Emphasis on teaching of French.—Every students here is encouraged to learn French language and its proper use. In order

to achieve this object, students are given exercise in grammar, composition, essay writting *etc.*

Teaching of Latin and Greek.—In France we find that Greek and Latin are taught to the students in accordance with the age. This is done because it is believed that it leads to intellectual development.

History is also given proper importance. This history is not only the history of France, it deals with the history of foreign countries as well.

Teaching of Geography.—Teaching of Geography is also given due importance.

Art and culture —Art and culture occupies a place of respect and importance in the system of education.

Teaching of Science.—Science occupies a very important place in the system of education in France. Instructions in Science are given in graded forms at almost all the stages of education. France is trying to develop itself into a progressive country. It is, therefore, necessary for it to make proper progress in the field of Science and Technology. It can be done only through the system of education. That is why teaching of Science occupies a place of importance in the system of education in France.

Teaching of Philosophy.—We have seen it more than once that France is a country rich in culture and litrature. Teaching of Philosophy is given due importance here. It is done in order to help the students to find proper solutions to various problems of life. Philosophy is taught to the students of maturer mind and age.

In short, it may be said that France is trying to provide its youngmen proper secondary education.

POINTS FOR REVISION

1. In France, there is more or less an uniform pattern of secondary education.

2. Following are the institutions that meet the requirements of secondary education of France :—

(*a*) Lycees,

(*b*) Modern Colleges or 'College Moderne',

(*c*) Complementary Classes,

(*d*) Technical Secondary Schools.

3. Formerly there was no proper arrangement for the secondary education of the girls. Now there is adequate arrangement for the secondary education of the girls.

4. Now secondary education is imparted to the students, keeping in view their aptitudes and interests.

5. Secondary education in France is controlled by the State as well as private agencies.

6. Every institution has a managing committee which looks after the administration of the institutions.

7. The responsibility for the teaching and internal discipline is that of the principal and other members of the staff.

8. In secondary education, classes are generally named in the reverse order. First Class is not the lowest class in France.

9. Generally French language and litrature, painting, science mathematics, physical education *ete.* are taught.

10. French is the medium of instruction at the secondary stage of education.

11. Baccaluareat is the highest degree of the secondary education.

12. Education at the secondary level in France is imparted on modern and scientific lines.

13. Attempt is made to develop the faculties of reasoning and analysis of the students through the teaching of Latin, Greek, Philosophy, *etc.*

14. Teaching of science is also given due importance.

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CHAPTER VI

HIGHER EDUCATION IN FRANCE OR UNIVERSITY EDUCATION IN FRANCE

Q. Write a short essay on "Universities and higher professional education in France".

Higher education in France.—In France higher education is not confined to the university education of humanities, social sciences and natural sciences only. It deals with higher professional education as well. Higher education, therefore, in France has a wide perspective.

Object of higher education.—In France higher education is not confined only to acquisition of a degree, diploma or certificate. It has not become so mechanical as we find in our own country. In France an attempt is made to acquire a wide and thorough knowledge. On account of this objective, the students are encouraged to take part in self-study and carry out a thorough study of the prescribed syllabus.

Students.—In France institutes of higher education and universities, we have three categories of students :—

(*a*) Common students who follow the prescribed course in order to get a degree or to acquire professional efficiency,

(*b*) The second category of the students is that of those who try to make efforts to read subject-matter systematically and acquire a thorough knowledge. They are the knowledge seekers. Their object is to quench their thirst of knowledge at the shore of these oceans of higher learning.

(*c*) The third categeries is of the casual students. They do not try to get a degree. They are not subjected to admision rules and regulations. They attend lectures and add to their knowledge.

From this point of view, we may compare the students of France with the students of India as well. Here also we find that the regular students are of two categories :—

(*a*) Those who study only to get a degree ; and

(*b*) Those who try to acquire a thorough knowledge.

Other than these regular students, there are casual students. They attend university lectures, only to acquire knowledge. No restrictions for attendance are imposed on them.

The role of the Central Administration in higher education.—The National Education Ministry exercises direct control over the universies and the higher education. It does so in order to maintain the standard of higher education.

State Government.—The State Government is responsible for highar education as well as higher professional education. This responsibility is carried out and exercised by the States under the directions of the National Ministry of Education.

Universities are the centres of higher education as well as higher technical and professional education. There are other institutes of higher education for industrial as well as vocational training.

Administration and maintenance of higher education.—Standard of higher education in France are pretty high. Degree of the French universities are looked upon with respect and value. In fact, here every attempt is made to maintain the standard of higer education.

It has been possible to maintain the standard of higher education because the standard of secondary education is pretty high. People of France are quite conscious of their needs and requirements of higher education.

Working of universities.—University of France, like the universities of India or England, have separate faculties for the teaching of separate subjects. There are separate faculty for arts science, commerce, law *etc.*

Academies.—These academies are also institutes of higher education. Here students are provided with greater facilities for study and reading.

Professional higher education.—These academies provide facilities for professional efficiency and professional training. Those academies carry out and conduct research in the field of education as well.

We have already seen that Rector is the head of a university. He carries out the administration of the university with the help of his other subordinates.

Working of the universities.—Every university is divided into several faculties. These faculties are like different departments. Every faculty is free from the control and interference of

other faculty. More or less there is complete independence in the working of the faculties.

Control of the National Ministry of Education.—We have already seen that the universities of France are under the direct control of the National Ministry of Education. There is the Rector who is the head of the university. Then, there are the Deans of the Faculties. There are university committees as well. The Rector is the President of every university committee. He is appointed by the National Ministry of Education.

The policies in regard to the working of the university are laid down be the various committees of the universities. These committees are free to control and carry out the internal administration. In regard to external administration and working, it is the National Ministry of Education that lays down the policies.

Degrees and diplomas.—In India we have the Universities Grants Commission that gives authorization to various universities to confer degrees and diplomas. Here we have a national policy in this regard. This cannot be said about France. There is no national policy. Degrees and diplomas in France are awarded on the personal output or efficiency of the candidates. Some students get a degree after working for six years while others do not get even after working for two years.

Inspite of this difference, there is no disparity. More or less, there is an uniform pattern of awarding degrees and diplomas.

Baccalaureat is the lowest degree or the first degree of the French degrees.—It may be compared to Matriculation Certificate of England or High School or Matriculation Certificate of the Indina Boards of Education or universities.

In France, also the highest degree is that of Doctorate. This we find in India as well as in England and America. For this degree, every student has to carry out a reasearch work and submit a thesis.

Other diplomas and licences.—Apart from these two degrees there are several diplomas, certificates and licences of higher studies. These degrees and diplomas are awarded on the basis of the examinations held by the National Government and the university bodies.

Higher vocational and technical education.—In France higher education is not confined to the education on science and arts subjects. It includes higher vocational as well as technical education.

Grandes Ecoles.—These are special centres of higher vocational training and education. They have been established in order to meet the demand for highly trained persons in the field of various industries. Higher education in its reguluted form is the responsibility of the National Ministry of Education, but higher professional education is the responsibility of different Ministries. Each Ministry establishes, runs and maintains its own institutes for higher vocational training and efficiency.

Universities and centres of higher vocational training.—Centres of higher vocational training have no connection with the universities. They are there to meet the requirements of trained technical personnel.

Role of the centres of higher vocational education.—Those persons who have certain qualifications are allowed admission in these centres. These centres have played their part very well in training administrative personnel. However, every attempt is being made to improve this system of higher education.

POINTS FOR REVISION

1. In France, although higher education is the responsibility of the State Administration, yet it is controlled by the National Ministry of Education.

2. The object of the higher education in France is not only to help the students to get degrees but also to encourage them to acquire thorough knowledge of different subjects.

3. There are three categories of the students higher education :—

   (*a*) Students who go in for degrees only.

   (*b*) Students who try to acquire thorough knowledge as well as secure degree.

   (*c*) Students who have no intention of acquiring degrees but only acquire thorough kowledge.

4. In France, every attempt is made to keep the standard of higher education, pretty high.

5. Universities are the centres of higher education.

6. These universities have different Faculties according to the subjects. Each Faculty is under the charge of a Dean.

7. Rector is the head of the university and he is appointed by the National Ministry of Education.

8. There are university cemmittees that are free to lay down policies for the internal working of the unsversities.

9. For external working, the policies laid down by the Central Ministry of Education hold good.

10. Higher education in France does not mean the regulated higher education only. It includes higher professional education also.

11. In France there is no uniform system or national policy of conferring degrees.

12. The centres of higher professional trainiog occupy an important place in the professional training of the people of France. They require many changes but they are going on imporving themselves.

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CHAPTER VII

INDUSTRIAL AND AGRICULTURAL EDUCATION IN FRANCE

Q. Describe brifly the working and the arrangement of industrial and agricultural education in France.

Industrial education in France.—In France, industrial education occupies a very important place in the system of education. Formerly, it was not so. Since Europe underwent scientific and technological development, people started realising that their country, *i. e.* France should also grow in industrial and agriculture field.

The World Wars and the industrial education.—Industrial education saw its begining in France in 1875. Then in 1892 it took a definite form. The Labour Act of 1893 laid down the minimum age of 13 years for the boys working in industrial estates or institutes. Then came the two World Wars. These World Wars made the people of France realise the importance of industrial education. With a view to cope with this need, several arrangements were made.

Upper primary schools and industrial education.—In the initial stages, industrial classes were opened in upper primary schools. Then technical courses were added to certain secondary schools and colleges. Independent degrees for technical education were also instituted.

Act of 1900.—The Act, in fact, was made to effect certain changes in the apprenticeship trainig, which had been introduced as early as 1875. Now the working hours of the students up to the age of 18 were reduced from 12 to 10. This Act made it binding on the industrial concerns to lay down uniform working hours.

The policy of industrial education.—The National Government of France gave a new look to industrial education in the country, of course, with the help of the Ministry of Education. The Act of 1919 was modified and a Secretariat of Technical Education was established. This was an under scetetariat that worked under the Ministry of National Education.

more skilled and better equipped. There are National Schools of Engineering and Higher Commercial Institutes that impart up-to-date knowledge of a high standard.

Several commercial concers have also set-up craft schools. These schools are given grant-in-aid by the Ministry of Education.

There are also Government schools that provide higher education and training in engineering as well as commerce.

There is also arrangement for higher commercial and technical traing for the girls.

Finances for industrial education.—National Government of France makes arrangements for the major portion of the finances in the industrial education. This is true of agricultural education as well.

Institutions for industrial training and agricultural education are given grant-in-aid for the construction of the building.

Pay of the staff.—Teachers, professors, administrators and other members of the staff of public schools are paid by the National Government.

Scholarships as also given by the National Government. In short, we may say that it is the National Government that bears the major share of the expenditure on industrial and agricultural education.

Administration.—In France, the administration of the industrial training institutes and agricultural schools rests in the hands of the local bodies. In every district there is committee of technical and industrial education. It is this committee which has been eatrusted with the responsibility of administration and supervision of industrial institutes and training centres. Then, there is a Central Committee. This Central Committee looks after over-all arrangements of administration of industrial education.

Communes and Departments.—These bodies also play an important part in the administration of the institutes run and maintained for industrial education and training.

Centres and institutes of industrial training, run by trade unions are administered by the committee appointed by them. These committees also send their representatives to the Central Board or Committee.

Local industrial boards are entrusted with the tak of collection of taxes for industrial concerns and they are also responsible for disbursement of scholarships and stipends.

Agricultural education.—France gives due respect to agriculture. In fact, agriculture is an important occupation of the people of France. It is, therefore, natural for the National Government to give due regard to agricultural education. National Government has set-up several agricultural schools. These shools are of various standards. Some of them provide primary education, some of them previde junior secondary and secondary education and others provide higher education.

There are four institutions for higher education in agriculture. These institutions award degrees. Their course is of four years duration. The students who have passed the secondary examination are admitted to these schooles. There they are given practical and specialised training in agriculture.

Provision for general education.—A special feature of agricultural as wall as industrial education of France is that in these institutions there is also arrangement for general education. These schools do not confine their training to agriculture or industry only. They also impart education of general subjects There are certain schools that provide six-year course as well.

There are certain schools that are called National Schools of Agricultural Industry. These shools provide techincal training in regard to agricultural production and other allied matters.

Poultry farming and animal husbandry.—It is difficult to disassociate agriculture from livestock keeping and rearing. Agriculture cannot be a paying concern unless livestocks are also maintained along with agriculture. In France, there are several schools that provide training and education in the upkeep of livestock.

Government of France has opened veterinary schools. These schools provide education in veterinary science.

There are institues for providing technical education in agriculture as well. They are called Agronomic Institutes. There the courses are of three years' duration. For the first year, the trining is done in an institute and for the remaining two years, the students have to go to rural engineering or forestry or veterinary institutes. There they receive specialised training.

Standards and degrees.—In these institutes a very high standard of training and education is maintained. After the completion of the training, the students are awarded degrees or diplomas.

Practical work.—Students and trainees are also expected to

undertake practical work. Without this practical work, training is considered incomplete.

POINTS FOR REVISION

1. Industrial education occupies an important place in the system of education of France. It was started in 1875 and since then it has been progressing.

2. Present arrangement for industrial education and technical training are made on the basis of the recommendations of Langevin Commission.

3. The Ministry of National Education is mainly responsible for industrial education, but the Ministries of Commerce and Industry, Agriculture, Labour, Health, Defence *etc.*, also co-operate.

4. Schools for industrial education and training are run by Government as well as private bodies.

5. There are four categories of schools for indusrtial training and education :—

(*a*) National Industrial Schools;

(*b*) Departmental Schools;

(*c*) Schools of Communes; and

(*d*) Commercial Schools.

6. The National Ministry of Education has established the following four types of schools for the industrial education and technical training :—

(*a*) Schools for high officers;

(*b*) Schools for administrative officers;

(*c*) Schools of art and commerce; and

(*d*) Normal Shcools for vocational guidance.

7. The following categories of institutes are also run by the agencies other than the National Ministry of Education :—

(*a*) Practical Schools of Commerce and Industry;

(*b*) Home Craft Schools;

(*c*) Vocational Schools run by commercial and industrial concrns; and

(*d*) Vocational classes.

8. Apprenticeship Centres are the institutions where the students are imparted practical training along with the general education.

9. The most important feature of the industrial as well as agricultural education of France is that here education in general subjects is also imparted along with the specialised education.

10. In france, there is rich arrrangement for agricultural education.

11. The National Government of Frace has established several institutes of varying standards for agricultural education.

12. There are institutes that provide ed ucation in the upkeep of livestock, veterinary science, Agronomy, agriculture, engineering, *etc.*

13. After the completion of the course, an examination is held in these institutes and a degree or diplema is awarded.

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CHAPTER VIII

EDUCATION OF THE TEACHERS AND THEIR CONDITION

Q. What is the arrangement for tho training of teachers for different levels or stages of cducation ? What is the role and the responsibility of the Government in this regard ? Discuss.

Different categories of teachers.—There are different categories of the teachers for different stages of education. Their standard of training and ability also differs according to their stage of teaching. We may categorize the teachers of France under the following heads :—

(*a*) Teachers of the kindergarten and nursery schools.

(*b*) Teachers of the primary schools.

(*c*) Teachers of higher primary shchools and normal schools.

(*d*) Teachers of colleges, Lycees and other higher schools.

Teachers.—In France, teachers are given two nomenclatures :—

(*a*) Teachers ; and

(*b*) Professors.

Teachers are those that teach in kindergartens and nurseries and other infant pre-primary and primary classes.

Those teachers who teach in higher primary schools, normal schools, colleges, Lycees and other institutions of higher education are called professors.

Training of the teachers.—The arrangement of the training of the teachers of various categories differs from stage to stage. This is separate arrangement for the training of the teachers of the pre-primary and primary schools and for the training of the teachers of the secondary schools and colleges.

Training of the teachers of pre-primary, primary and higher primary schools.—These teachers are trained in primary normal schools. These normal schools are run and maintained by the department concerned and connected with it.

Financial administration.—The responsibility for meeting the expenses of these training schools is borne by the relevant department. These schools are like public institutions. National Government pays for fifty per cent of the expenditure by way of grant-in-aid. Construction of building, payment of the salaries of the teachers and the expenses of the pupil teachers to also the concern of the National Government.

Administrative control.—The training schools are considered to be under the jurisdiction of the Rector of the university. The Rector exercises administrative control over these schools through a Council of Administration.

'*Inspectors*' exercise the power of inspection and control of the Rector. They keep a close watch on the working of these institutions. They supervise the administration, working and the discipline. It is these inspectors that have the power to admit students and transfer professors of these schools.

The head of the Council of Administration is called Director. He has many Assistant Directors to assist him. The administrative affairs of the institutions are looked after by the Director.

Curriculum and syllabus.—The curriculum and the syllabus of the schools consist of the general as well as the professional education. They are given education in about 20 subjects. A list of those subjects is given below :—

1. Science of teaching.
2. Educational psychology.
3. Sociology.
4. Science.
5. Agriculture.
6. Painting.
7. Music.
8. Physical education.
9. History.
10. Geography.
11. Mathemathics.
12. French language and literature.
13. Foreign language.

There is difference in the curriculum of the male students and the female students. Male students are taught agriculture and mensuration. Women are not expected to go in for education of these subjects.

Duration.—The duration of the course of these primary normal schools runs for three years. In the first year, students are trained in observation. In the second year they are taught to shoulder the responsibilities in a class. In the third year they are given the total responsibilty of the class.

The schools work for 5½ days. Sunday is a full holiday and Thursday is a half holiday. There are 30 teaching hours in a week. Every student has to undertake at least 25 full days of teaching wark or 50 half days of teaching work.

Practice teaching.—Like Indian training colleges and training schools, practise teaching forms an integral part of the curriculum. There are primary schools attached to these training schools where this practice teaching is carried out.

Examination.—At the end of every year, an examination is held. It is after the successful completion of the third year of examination that the student gets a degree or diploma.

First year examination and its curriculum.—At the end of the first year, every student is examined in the following subjects:—

(*a*) History.
(*b*) Geography.
(*c*) Education.
(*d*) Sociology.
(*e*) Psychology.
(*f*) Physics; and
(*g*) A Foreign language.

Second year examination.—At the end of the second year, the students are again examined in almost all these subjects, of course, with greather emphasis on Mathematics.

Third year examination.—At the end of the third year, the examination that is held is both written and oral. Every student is examined in the following subjects:—

(*a*) Art of teaching.
(*b*) Art of music.
(*c*) Physical education.
(*d*) The art of physical exercise.
(*e*) French literature and language.
(*f*) Agriculture.
(*g*) Industrial science.

The students have option to offer Home Science or Physiology in lieu of Industrial Science.

Admission and life of pupil teachers.—In order to seek admission, the students have to appear at an admission examination. Those students who have acquired the degree of *Brevet Superior* and are between the age I5 to 19 years can appear at this admission examination.

Before admission, every pupil teacher has to undergo a medical examination. If he has been declared fit, he has to fill in an agreement form to the effect that he would serve at least for 10 years in some public primary school after obtaining the training.

Since the education is free, it is possible for the Government to claim back the money spent on the training from those who commit the breach of this contract.

Hostel and residence.—Every training school has a hostel attached to it. Since the teaching Programme is pretty heavy, most of the students prefer to live in the hostel. Those students who are not able to live in the hostels are allowed to live outside. They are also paid lodging and boarding allowance.

The life of these hostels and training schools is pretty rigid. It is on holidays and during leisure hours that the students are allowed to go out and only after seeking permission. Male students are given permission easily as compared to female students.

Co-curricular activities.—Co-curricular activities, games, literary activities and other recreational activities form an integral part of the training. Adult education or socical education is considered to be an essential part of these activities.

Superior Normal Schools.—These schools are intended for training teachers for higher primary schools and primary normal schools.

In these schools both the females and males are admitted.

Admission.—Admission to these schools is also possible after successful competition at the admission examination. Those students who have acquired a certificate from a higher primary school or possess the Baccalaureat Degree of secondary education and have attained the age of 19 years are allowed to sit at the competitive examination.

The students have to undergo the medical examination as is the case in the primary normal schools. Pupil teachers are given free training and facilities to live in the boarding houses and get

meals. They have also to sign a bond for service for a particular period.

Curriculum.—The duration of the course in these Superior Normal Schools is two years. The students have to study the following two groups of subjects :—

(*a*) Literary ; and

(*b*) Science.

Students are free to opt for either of the groups.

Compulsory science and psychology teaching.—Although there is option in the training, yet every student has to study science as well as psychology.

In the literary group, there are two sub-divisions. These sub-divisions are on the basis of literature and social sciences. One group goes in for French language and the literature while the other one goes in for History and Geagraphy.

Science students are also further divided into two smaller groups. One group of students goes in for the study of the natural sciences such as Chemistry, Physiology *etc.* The other group studies pure science and mathematics.

Examination.—After the end of every year, an examination is held. A students who has completed both the years of course is given the certificate to that effect. There is difference in the certificate to that effect. There is difference in the examination of the science students and the arts students.

Training of the teachers of the secondary schools.—In France thereare two arrangements for the training of the teachers of the secondary schools :—

(*a*) A student may go in for teaching in a training school after obtaining the Baccalaureat Degree and the university education.

(*b*) On the other hand, a student may also be allowed to go in for teaching in a secondary school after receiving either in the Ecole Normal Superieure (*i. e.* Superior Normal School) or Grandes Ecoles.

Admission.—Admission to these training courses is possible only after successfully competing at the admission examination.

A student can appear at the competition examination only when he has taken the Baccalaureat Degree. After Baccalaureat Degree, every student prepares for the admission examination. These preparatory classes are held in Lycees.

Duratios and diplomas or degrees.—The duration of the training is four years. Out of these four years, every student has to stay for these years in the Ecole Normal Superieure.

During this stay of four years, every student has to pass examinations and obtain three certificates.

After completing two years study, every candidate who succeeds at the admission examination gets the diploma of Licence for Teaching.

After three years of study, diploma d'eludes Seperiures is granted.

Those candidates who remain in the institution for all the four years prepare themselves for the full examination in the fourth years. After the completion of this examination, the highest degree in this field is awarded.

Training of the woman teachers.—Women teachers for secondary schools are also awarded diplomas and certificetes in this very manner. They have to stay in the training institutions for all these years. They also granted facilities of boarding and lodging like their male counterparts.

Recognition of merit.—Those pupil teachers who show better records are given scholarships, seats and facilites for further education. They are also given facilities for specialization.

Facilities for specialization are available in all these training schools.

Training for educetional administrative officers.—Certain universities have the arrangements for the training of administrative officers for educational institutions.

Physical education and its training.—There are separate institutions for training the teachers of physical education. There are well equipped institutions that impart training in this field.

Conditions of the teachers.—We have already seen that there are different categories of teachers for different stages of edu- there is another standard of categorization. cation. In France, Teachers are categorized on the basis of the tenure and the mode of appointment. From this point of view, teachers may be classified into the following four categories :—

(a) **Probationers.**—These are the teachers that take to teaching during the training period.

(b) **Long-term substitute tcachers.**—They are allowed to serve for a long term but they are not given permanent appointment. It is so, either on account of the fact that they lack requisite

9. While receiving training, the teachers are also given practical training in undertaking the responsibility of the classes.

10. Examinations are held every year. It is at the end of the final year that written as well as oral examinations are held.

11. Admission to these schools is held on the basis of a competitive test that is held in the beginning.

12. Every pupil teahcer gets the facility of boarding and lodging. Those who have obtained the Baccalaureat Degree and the university education may go in for secondary teaching after receiving training in a training institution meant for the training of the secondary teachers. Those who do not live in hostels are given allowance for it.

13. There are Superior Normal Schools for the training of teachers for primary normal schools and higher primary schools.

14. Life in these Superior Normal Schools is more or less the same as in primary normal schools. There is difference of degree only in regard to curriculum and teaching programme.

15. There is separate arrangement for the training of the teachers of the secondary schools.

16. There are two systems for recruiting teachers to the secondary schools:—

(*a*) Those who have obtained the Baccalaureat Degree and the university education may go in for secondary teaching after receiving training in a training institution meant for the training of the secondary teachers.

(*b*) Those who have received some professional training may also go in for teaching in secondary institutions.

17. The duration of the training course is four years. Here also the life is quite rigid.

18. Conditions of the teachers in France are not very satisfactory. They are not very well paid.

11. Teachers are divided in different categories according to the stages of education in which they teach.

20. Then, according to the tenure of service, the teachers may be divided into the following categories:—

(*a*) Permanent teachers.

(*b*) Long-term subsitute teachers, without permanent tenure.

(*c*) Regular subsitutes.

(*d*) Short-term subsititutes.

21. Teachers in the public schools are treated as public servants.

22. Teachers are generally appointed by the State Government or the Authorities that have the powers delegated by the State Government.

23. Professors of the universities are appointed by the head of the State.

24. There are different hours of work for different categories of teachers.

25. Teachers of higher education have to devote less time as compared to teachers of other categories.

26. Teachers retire at the age of 60. They aro given pension after retirement.

27. Those teachers who commit breach of discipline are penalised. There are different boards and committees for taking disciplinary action.

28. There is no strong teachers' movement in France. Teaehers' organisations are weak. Arrangements are being made to have a strong knit teachers' movement.

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EDUCATION IN JAPAN

CHAPTER I

GENERAL FEATURES, HISTORICAL BACKGROUND, VALUES & EARLY EDUCATION

Q. Describe briefly the general features of Japan and its historical background and values of the society and education.

Geographical Features of Japan.—Japan is a country situated towards the eastern coast of Asian sub-continent. It is a country which is nothing but a group of islands. These islands are full of mountain ranges. In fact these ranges are the part of the mountain ranges that have their beginning. These ranges run up to the Pacific Ocean intercepted only by sea water. The islands that form this country are Yokedo, Tanso, Kyosho and Shikako. These islands are about 1,58,695 Sq. Miles in area. They are situated within 30° latitude to 50° altitude.

Prior to II World War this land consisted of some more islands but with the defeat of Japan at the hands of America and other Allied Powers, these islands were snatched away from it. In those days Korea was also under the occupation of Japan. The islands that formed this country were Sakhalin, Tokedo, Tanso, Shikoku, Kyashu, Formosa, Leuiseau, Borneo, *etc.* the II World War, Sakhalin, Formosa, Leuiseau, Borneo, *etc.* were taken away from it. Now Formosa is ruled by Chiang Ki shek. Borneo is a part of Malaya and other islands too have their existence.

This country is a volcanic country. The mountains often erupt fire. Plain or level land is difficult to find. On account of this there is no possibility of large scale agriculture. However, one feature is very bright. The land that is available in Japan is rich and fertile.

As the natural, mountain grow forests. These forests are full of valuable wood and timber. These mountains, forests and the mountain vegetation gives beauty and grand look to the country.

The country is rich in mineral resources but oil and iron are lacking. It is, therefore, not possible to have large scale industries.

However, there is good deal of coal and copper and so certain industries specially on small scale, can be run and have been run.

Population.—About 90 million people live in Japan. Every year there is an increase of about a million.

Effect of Volcanoes.—As alreday stated, Japan is a volcanic country. There are about 50 volcanoes. These volcanoes erupt and cause earthquakes. Due to these earthquakes Japan very often suffers from serious trouble.

Occapation and Trade.—As we have already seen there is dearth of cultivable land in Japan and so agriculture cannot go on in a proper manner. People of Japan have to depend on impart for their food. Only one-fifth of the total land is good for agriculture and so very few people have taken to it.

Japan is rich in industrialization. Before II World War it was one of the leading industrial powers of the world. It proved a tough competitor for many persons. In those days it was very rich in production of machinery, toys, textile and silken goods. After II World War Japan has not remained so rich but even then it is quite rich in trade and industry.

Situation of Japan is sush that it is ideally suited for export trade. It has very good sea coasts and there are several good ports. Japan can build up its economy only by manufacturing things that can be exported and people are very much alive to this situation. These coasts help the Japanese to catch fish. Fishing is an important occupation of the people of Japan.

History of Japan.—Japan has a rich and old history Sculptures of Japan say that the nation came into existence in 600 B. C. People of Japan are also belivers of divine origin theory. Today this belief has lost its faith and there is a parliamentry democracy, but the general belief goes that the King of Japan is a descendant of Sun God and so people respect him like that. Inspite of this belief Japan is heading towards a modern State. It is trying to build up its indurtry and technology.

Influence of China.—It was in the 6th century that Japan come in contact with China. China at that time was culturally a very advanced country. It influenced not only Japan but many other neighbouring countries as well. This happned in the case of Japan as well and Japan started owning culture, religion, art, handicraft, literature, caliography, *etc.*, from China. In those days Japanese literature was written in Chinese script. That literature is even now considered sacred.

Influence of Europe.—In the 16th century Japan came in contact with European nations. Englishmen were the first to reach

Japan with the intention of carrying on trade. This was a part of such a global adventure by Englishmen.

Severance of ties with foreign countries.—In 1635 the Emperor of Japan decided to expel foreigners from his land and asked its subjects to sever ties with the people of Europe and so this contact with European countries got a lull for the time being.

19th century economic requirements.—Till 19th century we do not find any contact between Japanese traders and those of foreign countries. But in 19th century Japan developed a very strong commercial and business organisation. Social as well as political conditions of Japan also grew bad. All these factors compelled the Japanese to have contact with the foreigners so that they could improve their economic conditions by leasing out their parts to these foreign traders to carry out trade with other countries. This contact opned a new chapter in the history of trade and commerce of Japan.

Emperor Meiji (1867-1912).—This Emperor was a progressive man and wanted to make Japan a prosperous and rich country. He had ambition of building up Japan as a strong mllitary nation and economically prosperous country. He tried his best in this direction. In order to give military strength he invited military teachers from Germany and tried to build an Army. Teachers of the Navy were invited from England. They were given the task of improving the Navy and giving it a modern look. All these factors helped Japan to grow military. Inspired by its military power Japan occupied islands of Sakhalin, Caroline, Korea and Formosa. Formerly they were under the control of Russia and China. Then it started penetrating into China and Manchuria and then came the II World War.

Commerce and Military Power.—If we look at the military growth of Japan then linked with it was the commercial development as well. In fact the forces that Empror Meiji had to go ahead with military development were certain business families. Zaibatsu was a leading family in this regard. It knew that if Japan grew militarily its market shall also expand and this shall give this family an opportunity to earn more riches. Inspired by this motive this family helped Empror Meiji to acquire military power.

II World War and its after-effccts.—The II World War gave Japan an opportunity to occupy big tracks of land in South-East Asia. It occupied Indo-China, Phillppines, Thailand, Hong Kong, Malaya, Borneo and major part of Burma. Then came America in the field and atom-bomb was thrown at Hiroshima in

1945. This atom-bomb exploded the ambition of Japan to dominate Asia or at least the eastern part of the world.

Japan was in fact one of the axis powers. These powers were defeated at the hands of the allied powers, and in 1951 the peace treaty was concluded. This treaty infused a new life in Japan. Since then Japan has been trying to reconstruct itself.

Values of education, society and culture.—Japanese people are great artists. They have a very strong aesthetic sense. They want to do things in a very beautiful manner. Socially they are very much obedient to the Empror. In fact they consider him to be the represntative of God and so are loyal to him. In this regard there is a good deal of affinity between the Indian culture and the Japanese culture.

Respect for elders and seniors.—In Japan elders and seniors enjoy respect at the hands of youngers and juniors. This is typical of Indian culture as well. In regard to women also we find the same thing. During childhood a woman is under the protection and care of her parents. After marriage she obeys her husband and as a mother she obeys her son. This is something which is very much near the Indian culture.

Patriotism.—Japanese are great patriots. They love their country more than anything else. According to old sayings of the Indian culture for them country is superior to Heaven even. The only difference lies in the fact that the Japanese like to discharge their duties towards the nation very sincerely while in India sometimes this sincerity is lacking. No doubt in times of emergency and national crisis, the whole nation rises as one man, but if this spirit could be maintained even in normal times, no enemy would have the courage to raise its eyes towards India.

In Japan self-sacrific (Harakiri) for nation is considered a part of national duty.

In the religion of Japan, Empror's words have to be carried out. Even if this thing involves laying down of life a Japanese won't hestiate. Obedience for country, disciplined life and love for nation are the ingredients of Japanese culture.

Buddhism.—People of Japan are the followers of Buddhism. This Buddhism has undergone certain changes according to modern needs. However, Buddhism is still the most important religion of Japan. Then there are Christians. They follow internationally accepted tents of Christianty. In short, it may be said that Japan is a growing country with all the potentialities of a peace-loving nation.

POINTS FOR REVISION

(1) Japan is situated towards the eastern coast of tha sub-continent of Asia. It is a group of islands with an area of about 1,58,693 sq. miles.

(2) It is a country which has several ranges of volcanic mountains.

(3) Its population is about 90 millions and is increasing by a million every year.

(4) In Japan people do not take to agriculture. It is an industrial country whtch lays greater emphasis on export trade.

(5) Japan has an old history beginning from 600 B. C.

(6) The King is respected as a descendant of Sun God and is worshipped by people.

(7) In the early years China influenced Japan. Then in the 16th century and then later on in the 20th century western countries influenced Japan.

(8) In 16th century Japan severed its connections with European and other countries.

(9) In the 19th century is grew into a military power. It was due to the efforts of Emproor Meiji who was helped by certain business families.

(10) II World War saw, in the beginning, the conquest of Japan over other powers. Then came its downfall.

(11) People of Japan have a strong and developed aesthetic sense. There is an old and important culture.

(12) Japanese are great patriots. They are followers of Buddhism.

(13) In short, Japan has a rich cultural background and it is likely to grow in future as well.

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CHAPTER II

EDUCATION IN JAPAN BEFORE II WORLD WAR

Q. Describe briefly the working of education before II World War in Japan.

Importance of education.—Education occupies a very important place in Japan. This was so before the II World War and this so even after the II World War. After II World War it is now a universally recognized fact that real progress cannot be achieved without giving due regard to education. Educational administrators of Japan believe that thinking of a nation can be changed only through education. Convinced by this view, the administrators of Japan have taken to the practice of not implementing any scheme for the reconstruction of Japan without the prior approval of the Ministry of Education. Today every scheme of education bears the imprint of reconstruction. It is through education that attempt is made to infuse democratic thinking in the people in place of imperialist designs. The influence is marked and is very clear. Today people are trying to become modern and up-to-date.

Education in ancient Japan.—In Japan, in ancient days, there were no formal agencies of education. They look charge of the entire education of the State. There were only informal agencies of education that played a vital role. Family was the main centre of education. Education that was imparted was mostly religious, moral and cultural. This was typical in Japanese education.

Influence of China on education in Japan.—As soon as Japan came in contact with China, the education system of the country underwant a change. In about 200 A. D., a new educational system was envolved. It is said that it began with the arrival of the Korean Ambassador in Japan. In those dyas China was a centre of higher studies and learning as well as Buddhism. With the contact of China, people of Japan got an opportunity to go over to that country and secure higher education. Those who came back from China, after receving education, started new schools. About 3000 schools, in this manner, came into being.

Contribution to education of Emperor Prince Shotoku.—It would not be wrong to say that Empror Shotoku opened a new era in the field of education. He started a different type of school in the 6th century. In 670 A. D. a University was founded but admission to it was restricted. In fact these schools and centres of education were meant for people of the higher classes. Ordinary people could not secure admission in these schools. However, Chinese influence could be seen in the working of these schools and the Universities.

Independent Japanese system of education.—It was in the 8th century, that is about 701 A. D., that a Japanese system of education was evolved. This system is known as Tiahocode. On the basis of this system a University was established at Kioto. Provincial institutions were also properly organised. Schools for music, art, medicine, painting, *etc.*, were also established. In spite of these changes in the system of education, education was not made universal. It continued to be restricted and meant for aristocracy.

Beginning of public education.—It is the 9th century that marks the beginning of public education. It was in 1828 A. D. that a Buddhist Monk opened a school. This was meant for public education. In the 19th century we find that religion spread with greater vigour. This spirit of religion also brought about the spread of education. With it the indigenous system of Japanese education also grew by degrees.

With the development of the political system, need for educating the Government servants arose. In order to meet this requirement new schools were opened. These new schools cater to the need for the education of the Government servants. They also tried to bring up ideal citizens who were quite religious. In this system of education big landlords tried to co-operate. In spite of all these factors the education could not be made public and universal.

Contribution of Buddhist Monks.—Buddhist Monks played a very vital role in the spread of education, They established Tera-Koya Schools. These schools were mainly meant for the children of ordinary people or people of the lower classes of the society. These schools helped ordinary people to secure education.

Generally theee schools were attached to Buddhist temples and monasteries. Monks acted as teachers as well. By-and-by Government also grew alive to the need of education and so it took over the administration of these schools. Now honorary teachers took place of the Monks but they were not honorary in the strict terms of the sense because the students paid them gifts

and offerings and they received them. Children of the age group of 6 to 15 received education in these schools. Before the reorganization of the education took place there were about 16,000 such schools.

Influence of European countries and the reorganization of education.—When Japan saw that countries of Europe were making progress by leaps and bounds, they also decided to follow suit. With this object in view they sent representatives to the countries of Europe and America in order to study the education system there. On the basis of the recommendations of these representatives, in 1872 a new system of education was organized. This system was very much influenced by French system of education.

Working of the reorganized system of education.—In fact the Government of Japan wanted to control people through education and so they gave education a new bias. The whole educational set-up of the country was divided into *8 regions*. Each region was under the charge of an administrator who looked after the whole system of education from primary to the University level. Every region had its independent machinery as well.

The main object of this system of education was to fill in the students love for the nation, self-respect, feeling of brotherhood, developed sense of morality and good contact and bring about a strong character. Here again we find that Emperor Meiji played an important role. He issued a script in 1890 which was reproduced on every book and repeated on important occasions.

When we look at this organized system of education we find that at the primary stage of education, it was very much influenced by French system. At the secondary stage, German system of education predominated. At the University level, it was the American system of education that influenced the working of education. All these factors very clearly indicate that Japanese system of education was heading towards modernization.

POINTS FOR REVISION

(1) In ancient Japan there was no network of formal agencies of education. There were only informal agencies of education.

(2) Family was the centre of education where religious, moral and cultural education was imparted.

(3) With the influence *of China* a new system of education was born. Now people got an opportunity to go over to China and acquire higher education.

(4) Those who came back from China established new schools.

(5) In the 6th century Prince Shotoku, who was the Emperor then, established new type of schools. A University was also established in 670 A. D. However, the system was still influenced by the Chinese system.

(6) It was in the 8th century that a new Japanese system of education called Tiahoccde was established.

(7) Buddhist Monks played a vital role in making the education widespread.

(8) Tera-Koya Schools played a vital part in making Japanese education universal. These schools were run in monasteries and Monks acted as teachers.

(9) Later on these schools were taken over by the Government and honorary teachers were appointed.

(10) In the 19th century, Japanese education underwent a thorough change. It was influenced by the European countries. French, German, and American systems influenced this system of education very much. In fact it brought about a new system of education.

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CHAPTER III

WORKING OF JAPANESE EDUCATION BEFORE II WORLD WAR

Q. Descride briefly the organization and the working of education in Japan between the 19th century and the II World War.

Introduction.—We have already seen that it was in the 19th century that foundations of modern education of Japan were laid. Emperor Meiji wanted to give a new look to Japan and for this reason he tried to borrow from the education pattern of the European countries. In fact he wanted Japan to grow as a great military power. With this object in view the education was organized. Here we shall try to deal with the various aspects of education prior to the II World War and the defeat of Japan at the hands of Allied Powers.

Control and Administration.—In order to look after the education in Japan a Ministry of Education was set-up. This idea was based on the practice in England and the United States of America. Like England we find that undet the Ministry of Education there are *5 Departments and & Bureaus*. It is under this Ministry that the inspection of various commercial and educational institutions is carried out. The Minister of Education was appointed by the Emperor himself, on the advice of the Premier.

The Ministry of Education did not confine itself to the control of the working of education only. It also looked after the Art, Culture, Literature and Science.

The Ministry of Education comprises of the following 5 Departments :—

(1) Accounts,

(2) Documents,

(3) Physcial Education,

(4) Building, and

(5) Personnel.

Each of these Departments deals with the job concerned.

Eight Bureaus.—The Bureaus of the Ministry of Education dealt with different stages of education, while the Department deall with different aspects. Given below is the list of the Bureaus:—

(*a*) Bureau of Higher Education,
(*b*) Bureau of General Education,
(*c*) Bureau of Technical Education,
(*d*) Bureau of Text-Books,
(*e*) Bureau of Social Education,
(*f*) Bureau of Religious Education,
(*g*) Bureau of Educational Research, and
(*h*) Bureau of Thought Supervision.

Personnel Derartment.—The Personnel Department dealt with the service conditions, appointment, promotions, pay scales, *etc.*, of the teachers while Thought Supervision Bureau looked after the conduct and the thought of the students. In fact this Bureau was incharge of the discipline aspect of education.

Financial control and grant-in-aid.—From the point of view of administration and financial control there were three types of schools and institution in Japan:—

(*a*) Schools and institutions estabtished by Mombusho Administration,

(*b*) Institutions controlled and maintained by Prefectures and Local Bodies, and

(*c*) Institutions started and maintained by the individuals.

Schools and institutions established by Mombusho Administration.—These institutions were very small in number. They were under the complete control of the Government and were bound to work according to instructions of the Government. In fact the Government tried to meet the entire expenditure of education. In tried to bear about 30% of the total expenditure. In regard to institutions maintained by itself, it no doubt charged fees from the students but also tried to maintain all its expenses.

Institutions controlled and maintained by Prefectures and Local Bodies.—These institutions were situated in villages and towns. They were largest in number in Japan and made a good deal of contribution to education in Japan. In fact they were like the County Schools of England. Prefectures and Local Bodies were like Counties of England. There were about 46 Local Bodies in Japan. The Local Bodies tried to meet about 20% to 50% of expenditure of these schools. In fact it was the

network of these schools that made real contribution in the field of education.

Institutions started and maintained by the individuals.—Such shools were very small in number in Japan. In number they were the smallest. Even these institutions got grant-in-aid from the Government and Local Bodies. Rich people also established certain funds for the education of the poor students. These poor students were not only to give tution fees but also other financial assistance.

Attitude of the Japanese Government towards education before II World War.—Government of Japan were very much alive to the importance of education before II World War. If we look at the figures of expenditure we find that in 1930 the Government spent 5,920 million yens a year an education while on Defence, only, 443 million yens were spent. It is really tragic to find that we know more of Japan as a military power of the period prior to II World War than as an educational power of that period.

Role of the Local Bodies in the field of education.—Like Englands the Local Bodies played a very vital role in the administration and control of education in Japan. The Heads of the Local Bodies were made responsible for the construction of school building and proivding other equipments. However, the responsibility for laying down the text-books and the curricula rested with the Government. The Government did seek the advice of the Local Bodies in regard to appointments of the teachers, Headmasters and other employees.

Pre-primary Education.—Prior to the II World War there were Kindergarten Schools in Japan. These Kindergarten Schools were primarily established by individuals and private organisations. In these schools childern up to 5 years of age were admitted and taught. The main object, as already stated was to make Japanese people moral, obedient, patriotic, kind and courteous and so these small kids were taught the lives and deeds of great men.

Like India, England and other countries there was no compulsion for attendance and so a very small precentage of children attended these schools.

Primary Education.—Primary education in Japan started at 6 and went on up to 12 years of age. Here there was more of compulsion in regard to attendance.

Great emphasis was laid on the teaching of History and Geography with a view to convince young boys and girls about

future prosperity of the country. They were also given education for building up their character and morality. Lives of great men occupied an important place in the curriculum. Physical education also formed an integral part of the whole scheme of education. Special emphasis was laid on Music and Handicraft. Probably the administrators tried to make Japanese aeithetic as well as capable of earning their livelihood.

Secondary education.—In Japan, secondary education has a wide field. It consist of : (a) Junior High School Education, (b) High School Education, and (c) Higher Secondary Education.

For Junior High School Education and High School Education, History, Geography and Moral Education were taught. Military education was also imparted. Those who wanted to pursue higher education in Secondary Schools, were given opportunity for examination. They could also go in for commercial education. There was also provision for it.

Kotogakko.—This was the name given to certain insititutions that catered to the need of the Higher Secondary Education. These institutions were held in very high esteem. It was not then proper to compare them with the public schools in England and India. Students had to appear at an Entrance Examination. These examinations were very tough and difficult. It was not possible for ordinary students to get admissions in these Schools. Girls could not get admission in these schools. Mostly such schools were Residential Schools. In the whole of Japan there were 32 institutions of this type. These institutions occupied such an important place that as soon as a boy passed out from such a school he was given admission in a Goverment School without any admission test.

Curriculum.—In these schools, the curriculum included the following subjects :—

(*a*) Science,
(*b*) Mathamatics,
(*c*) Economics,
(*d*) Philosophy,
(*e*) Social Science, and
(*f*) Chinese and Japanese literatures.

The glimpse of this curriculum very clrarly indicates that people of Japan realised their debt towards China and they tried to teach its literature. Probably they thought there was something good into it.

University Education or Higher Edueation.—During this period University education had also secured a good deal of progress and importance. There were three types of Universities at that time. These Universities continued to exit till the II World War. They were :—

(a) **Universities opened and managed by the State.**—Generally they were called Imperial Universities. These Universities were considered to be havieg high academic standard. Graduates who passed out from these Universities enjoyed preference and public esteem in life. Among these Universities Tokyo and Kioto were considered to be the best.

(b) **Public Universities.**—These Universities formed the second categories of the Universities of Japan before the II World War. Thay were maintained and run by Prefectures. These Prefectures were like the Counties of England so the Universities of this category were more or less semi-State Uuniversities.

(c) **Universities run by Local Bodies and Private Bodies.**—These Universities were more or less like the private Universities of the United States of America. They were neither run by the State nor by Prefectures.

There were about 26 Universities belonging to the third category and there were about 11 Universities of the second category. In all there were 47 Universities in the country.

Most of these Universities were under the administrative control of the Ministry of Education. No change could be made in the working of the Universities without the prior sanction of the Ministry. Education Ministry exercised control and watch over the studedts through Thought Control Bureau.

Universities and high standard of examination, there were good libraries. These libraries did not believe in issuing books. They expected the students to sit there and read. Lecture system was the main method of educations. There was also a rich programme of co-curricular activities, Students' Club, Unions, *etc.*

Education of the girls.—As we know, most of the eastern countries have been very backward in imparting education to the girls. This we find is true of Japan as well. In Japan, although it had become very modern, co-education was not at all liked. There were separate institutions for the education of the girls. In Japan it was belived that a girl has to discharge the duties of a housewife and so the curriculum of the education of the girls was different from that of the boys. Mare emphasis was laid on home-making, child welfare, decoration of the house, music, dance and making arrangements for festivities, feasts, *etc.*

Girls in Japan did not go in for higher education. On account of this reason there was no arrangement for the teaching of Literature, Mathematics, Science, *etc.*, in the schools maintained for the girls.

Youth Movement.—As we have already seen, Japan was anxious to grow into a military power before II World War. It did achieve its objective. On account of this ambition a good deal of importance was attached for education and organisation of the youths. A net work of youth institutions and organization was sprad in Japan before the II World War. The foundation for this movement was laid for the first time in 1935. In fact these institutions were there as a subsitute for adult education or social education. Those young men who had not got the opportunity of receiving formal education, were imparted moral, physical and commercial education in these institutions. The main object of the Youth Movement was to impart adult education and social education.

These institutions imparted education up to the primary standard. Later on they started imparting education up to secondary stage and so in 1939, attendance was made compulsory for those young men who had missed secondary education.

By-and-by these institutions started imparting education in Agricultures as well as Fisheries. These institutions were part-time schools and so they were run and maintained in the building of Monasteries, Public Schools, Primary Schools, *etc.* Military education was also imparted in these schools. In fact the main object of these institutions was to develop able-bodied citizens.

This movement of the youth institutions made arrangement for the education of the girls as well. However, with the advent of II World War and its end, the whole situation changed.

POINTS FOR REVISION

1. The foundation for the modern education in Japan was laid in 19th century.

2. There was a Ministry of Education that looked after the education in Japan. It had 5 Departments and 8 Bureaus under it.

3. Following were 5 Departments :—

   (*a*) Accounts,

   (*b*) Documents,

   (*c*) Physical Education,

(*d*) Buildings, and

(*e*) Personnel Department.

4. Following were the 8 Bureans of the Ministry of Education :—

(*a*) Bureau of Higher Education,
(*b*) Bureau of General Education,
(*c*) Bureau of Technical Education,
(*d*) Bureau of Text-Books,
(*e*) Bureau of Social Education,
(*f*) Bureau of Religious Education,
(*g*) Bureau of Enucational Researcn, and
(*h*) Bureau of Thought Supervision

5. From the point of view of control and finacial grant-in-aid there were three types of institutions :—

(*a*) Schools and institutions controlled by the State,
(*b*) Schools and institutions controlled and managed by Prefeatures and Local Bodies, and
(*c*) Institutions managed by individuals.

6. Before II World War, Japanese administration was very much alive to the importance of Education.

7. Local Bodies in Japan, like local Bodies of England, played an important role in the education of the country.

8. Prior to the II World War, these were Kindergarten Schools for *Pre-primary Education.* These institutions were generally run and maintained by the private bodies.

9. Primary education in Japan started at 6 and went up to 12.

10. Primary education was, to a great extent, controlled by the State.

11. In Japan, secondary education had a wide field. It included Junior High School Education, School Education and Higher Secondary Education.

12. Military education was also imparted in the secondary schools.

13. There were Public Schools, called Kotagakko, in Japan.

14. University education was also quite developed. There were about 47 University in all.

15. There were three types of Universities in those days in Japan: —

(*a*) Universities controlled by the State,

(*b*) Universities controlled and maintained by Prefectures, and

(*c*) Universities controlled and maintained by the Local Bodies and Private Agencies.

16. These Universities were also under the control of the Ministry of Education.

17. Girls' education was not run and maintained on modern lines. There were no co-educational institutions.

18. In girls' education greater emphasis was laid on subjects having direct concern with house-keeping and domestic life.

19. There were youth institutions that tried to meet the requirements of adult education. These institutions imparted education to those young men and women who had been deprived with the opportunity of securing education.

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CHAPTER IV

EDUCATION IN JAPAN AFTER THE WORLD WAR II

Q. Describe briefly the impact of II World War on the education in Japan.

Or

After the II World War, many changes were effected in the educational set-up of Japan. Enumerate these changes briefly.

II World War and its impact on the educational set-up of Japan.—Prior to the II World War Japan thought that it could achieve great success and importance in the world through its military strength. The rulers of Japan, therefore, tried their best to develop their cauntry into a great military force. These hopes were belied. Japan had to lick the ground at the hands of the Allied Forces. The conquerors of Japan thought of dismantling the military set-up of Japan and therefore, dicided to change the entire educational and political set-up of the country. With this object in view the Supreme Commander of the Allied Powers formed a new department called Civil Information and Education Department. Since the Supreme Allied Commander was a man from America, this department was dominated by educational and military officials of U. S. A. In fact this department was set-up with a view to give a new system of education to Japan.

Educational Reconstruction.—Reconstruction of education was not only carried out in the field of curriculum and the content material of education, but it was also done in the field of buildings and administration. Buildings of schools and institutions that had been damaged in the II World War were reconstructed and repaired.

The main aim of the givers of new education was to strip education of its military uniform. They wanted to do away with the military training and so old books of moral education. History, Geography, *etc.*, were replaced by new books. These new books were full of democratic thinking.

Role of Local Bodies.—American administrators of education wanted the whole scheme to be implemented by the Japanese

themselves. With this aim in view they appointed a Joint Committee of Japanese and American educationists. This Committee issued orders to Prefectures and Local Bodies to implement the new scheme of education.

New Constitution of Japan.—In 1946 Japan was given a new Constitution. This Constitution contained certain regulations in regard to education. They were put down in Articles 13, 14, 19, 20, 23 and 26 of the Consititution. These articles trid to meet the various requirements of Japanese education.

Article 13 provided for the protection and safeguarding of individual rights.

Article 14 guaranteed equal rights to every one and abolished the distinction of caste, class and creed, *etc.*

Articles 19, 20 and 23 granted to the people of Japan the freedom of thought, speech, profession, religion and education.

Article 26 had direct bearing on educaton. This Article made education compulsory while allowing freedom io the individual to receive any type of education according to his or her ability.

On the basis of the provisions of this Article of the Constitution, fundamental rules were framed and Local Bodies were asked to construct libraries.

It was under the provisions of this Article that co-education was made compulsoty and free. In other words no fee was charged, Arrangements were also made for adult education.

Problem of text-books.—Since the old books were done away with, a serious problem of having new books of History. Science, Geography, *etc.*, arose. The existing books could not be changed as they had become out of date. Power of laying down curriculum and prescribing text-books was decentralized. Certain Regions were given power in this regard. The whole of the country was divided into Regions and each Region was given right to prescribe text-books and lay down syllabus.

Teachers.—The admistrators of education decided to replace teachers. They thought that old teachers were not fit to respond to the requirements of the time. New teachers were, therefore, recruited. There was a problem of about 1,20,000 teacher and so it took years to fill this gap.

Educational Coucils.—Since there was drcentralization of education, Educational Councils were appointed in each town. It was these Councils were made responsible for controlling the finances and making arrangements for the training of the

teachers, conduct of examinations, distribution of certificates and construction of school buildings.

Teachers and their Emoluments.—The after-effect of the II World War was that the prices shot up very high. On account of this economic problem the pay scales of the teachers were revised. Now instead of 57 yens, a teacher received 1,487 yens.

Reconstruction of School Buildings.—The administrators of Education also took up the job of reconstruction of school buildings. It was not possible for Prefectures and Local Bodies to erect new buildings and so Government came out with the funds. However, the Local Bodies were made to sign a bond for the repayment for the cost of construction. In short, the National Government undertook the responsibility of erecting new buildings and providing new equipments.

Increased respensibility of the Local Bodies.—After II World War the centralization of the education system was abolished. New Local Bodies were made more responsible for administering and running the education. This was an attempt in the direction of decentralization of education.

Ministry of Education.—After the signing of the Peace Treaty, Civil Information and Education Organisation was done away with. Ministry of Education was now made solely responsible for the working of educational schemes. This Ministry gave a new democratic set-up to education.

Administration and finances of the new educational set-up.—Local Bodies numbering about 11,070 are the smallest unit of the educational set-up. Then there are Prefectures. They are higher in rank. They too have the responsibility in the field of education. The job of these two Bodies is clearly demarcated.

Pre-primary, primary and pre-secondary education is the responstbility of the Local Bodies. They have the responsibility for financing as well as administering the education at these stages. Education Ministry and Prefectual Boards give grant-in-aids to the Local Bodies for administering and financing education at these stages.

Role of the Prefectures.—They are responsible for the Junior Secondary Education and the Primary Education. They supervise the Local Councils or Boards. In fact they are a link between the Local Bodies and the Education Ministry. They submit their report on the administrative aspect to the Education Ministry.

Training of the teachers is the responsibility of the Prefectures.

Working of the Education Ministry.—The Ministry of Education consists of a Secretariat and five Bureaus. It is with the help of these organs that it tries so control the educational set-up and the working of the local Education Councils and Prefectures in this direction.

There are 18 Councils attached to the Ministry of Education. Their nature is advisory. The most important of these Councils is the Central Council. Its job is to advise the Ministry on matters relating to general education policy. Other Councils deal with physical education, health, hygiene, training of the teachers, *etc.*

Laying of educational standards.—It is the responsibility of the Ministry of Education to lay down the educational standards. The Local Bodies and Prefectures have to keep to these standards.

Grant-in-aid.—Ministry of Education gives grant-in-aid to Prefectures and Muncipal Boards. The financial responsibility for running colleges and universsties rests on the National Exchequer.

Other Assistence.—Ministry of Education also gives out the following types of assistence to the Education Councils, Schools and Units :—

(*a*) Commercial assistence, and

(*b*) Technical assistance.

Free and compulsory education.—At present there is universal education in Japan. In other words it means that it is free and compulsory. This stage has been reached gradually and slowly. It was in 1947 that the education was made free for the children up to the age of 13. Since then this age has been going up.

In order to bring about uniformity in the working of the universal education, the period of 9 years of compulsory education has been divided into three stages :—

(a) **Primary Education.**—It begins at the age of 6 and goes on for three years, *i. e.* up to the age of 9.

(b) **Junior Secndary Edacation.**—It is also run for a period of three years. It begins at the age of 9 and continues till the age of 12.

(c) **Higher Secondary Education.**—At the age of I2, the child enteres into the stage of higher secondary education.

University or College Education.—After completing the secondary education the child goes in for higher education.

Reorganisation of old secondary schools.—Old secondary schools have also been reorganized. They have now been divided into two categories. In fact these two categories are again divided into other categories. In short, it may be said that there are two categories of Lower Secondary Schools and two categories of Higher Secondary Schools.

Higher Schools, Preparatory Schools and Special Technical Schools are included in the Higher Secondary Schools.

Further Reorganization.—Now the entire period of education in Japan runs for 19 years. During this period the child has to undergo the following stages of education :—

(*a*) Kindergarten,
(*b*) Primary Schools,
(*c*) Junior Secondary Schools,
(*d*) Higher Secondary Schools,
(*e*) Junior Colleges, and
(*f*) Universities or Post-graduate Colleges,

Kindergarten.—Civil Education and Information Department of Japan made a good deal of efforts in the reorganization of the pre-primary education. Now it is the responsibility of the Local Education Councils to improve these schools. Every attempt is being made to make these schools well-equipped and efficient.

These schools are mostly run by private agencies.

Elementary Schools.—They cater to the educational need of the students between 6 and 11 years of age. These elementary schools are growing in number every day. As already started, it is the responsibility of the Local Educational Councils and prefectures to administer and maintain these schools.

Now there is an atmosphere of co-operation between the Headmaster and the teachers. Attempt is also made to foster fraternal relations between the teachers and the students. The teacher is given the status of a friend, philosopher and guide for the students.

Health of the students.—These schools do bear in mind the importance of the health of the students. Students are provided with rich and varied programme for physical development.

These schools do not neglect the physical development of the students. Most of these schools have Physical Education and Sports Committees. There are health attendants as well. There is good equipment of games and sports.

Instructions in physical education and hygiene form a part of the educational system. Students are also provided with milk and other nutrition.

Moral and intellectual development.— Every attempt is made to develop the students morally as well as intellecutually. There is a programme for moral instructions.

Curriculum.—In these schools students are taught the follwing subjects :—

(*a*) Japanese Language,
(*b*) Social Sciences,
(*c*) Arithmetic,
(*d*) Hygiene,
(*e*) Physical Education, and
(*f*) Nature study.

The students may aslo learn about decoration of flowers, celebration of festivals tea festivals, *etc.*

Text-Books.—Text-books are published by the Ministry of Education. Every attempt is made to makes these books attractive and also to keep them up to the mark. The Ministry of Education is making attempts to provide free text-books. Text-books of Japanese Language and Mathematics are supplied free of cost.

Vocational Schools.—After the II World War Vocational Schools not only grew in number but they also changed their form in many respects. These schools were also of two types :—

(*a*) Lower Secondary schools.
(*b*) Upper Secondary Schools.

Then there is also arrangement for the teaching of these vocational subjects at the stage of higher education. These schools provide education in Agriculture, Home Making, Fisheries and other vocations and occupations.

Attempt is also made to train the teachers for these schools.

Adult Education.—Before II World War adult education was used as a means of military propaganda. After II World War these institutions were reorganized and given a new look. Really

speaking it was after 1952 that adult education got its real due. Although the Govrnment had started giving loans since 1946, but its real importance was recognized after 1952 only. Today there is a rich and varied progromme of adult education which occupies an important place in the educational set-up of Japan.

Teachers-their employment, conditions of service' training, emoluments, etc.—Educationists have complained that the condition of teachers was not good. They were not paid emoluments sufficient enough to meet their expenses. On account of this drawback people of high calibre did not join the teaching profession. Work in schools was also tediods. Tuberculosis was a very common disease in the teaching profession of Japan. Now it is not so. Things have changed. Teachers are paid proper emoluments and every attempt is made to provide them with proper medical facilities.

Training Programmes.—Now there are proper arrangements for the training of the teachers. There is an arrangement for two years' training for primary teachers and four years' training for secondary teachers. Refresher courses are also provided to senior teachers. The standard of the Training institutes is also pretty high.

There are four types of certificates in the field of the training of teacher :—

(*a*) First Class Certificates,

(*b*) Second Class Certificates,

(*c*) Five-yearly Temporary Certificates, and

(*d*) One-year Certificate given under special conditions.

Lady Teachers.—Lady teachers are given maternity leave and also financial assistance during this period.

Promation and other benefits.—There is now proper arrangement for the promotion of the teachers. Good teachers do get their due. They are also given facilities for going abroad for studies. Competent teachers are sent to U. S. A. and England for further studies. In short, it may be said that conditions of the teachers are pretty good, as compared to the conditions before the II World War.

Teachers' Organizations.—Japan has two important Teachers' Organizations :—

(*a*) Japanese Literacy Society, and

(*b*) Japanese Teachers' Organization.

It is these organizations that strive to improve the conditions

of the teachers. Their members find place on Education Councils and other Bodies.

Private Agencies in Education.—Even today private agencies play a vital role in the educational set-up of Japan. This is on account of American influence on Japan and the Japanese way of life. It is the religious communities and religious agencies that play their part. Formerly these institutions did not have much say, because they were strictly under the control of the State. Since 1949 the schools run by those religious communities and private agencies are under the control of the Prefectures. Since then all possible attention is being paid to these schools. Now we find that many of these private schools are better than the State-controlled schools. In this regard the example of Jiyugakueh is cited as an example. This is situated near Tokyo.

Some drawbacks and problems of Japanese Education.—It cannot be denied that Japan is progressing rapidly in the field of education. Inspite of this rapid progress, there are certain very psychological and meterial problems that hamper the proper progress of the Japanese education :—

(a) **The problem of school buildings.**—During II World War many of the school buildings were badly damaged. Government is making every attempt to repair these buildings or raise new ones. Loans are also being liberally given but the problem still remains. It is not possible to meet the growing need of the education in Japan, in regard to buildings. The Government has to undertake the task of repairing the new buildings as well. These two requirements when combined have made the problem pretty difficult.

In view of the dearth of the buildings there is arrangement for two-shift system. We find this system in some schools in India as well. This is the way to meet the death of the buildings. However, the Government and the people of Japan are alive to this problem and they are trying to meet it.

(b) **Psychological problem.**—Japanese education is faced with a crisis of psychology. It is an old country with old traditions. These traditions are bound to have a conservative influence. People of Japan are on the one hand conservative in outlook and on the other, due to influence of European countries, quite modern. People of Japan are, therefore, anxious to maintain their old traditions as well as provide modern education to there childern. However, the psychological crisis is easing by and by.

(c) **Problem of the Language.**—In Japan also, like India, there is the problem of the language. There is no rich and

developed language in Japan itself. Chinese language is also popular there. Its script is also practised. Main Japanese languages, namely, Kanji, Kana, Kanamajiri, Romaji, *etc.*, have different scripts. Due to this variety of scripts it is not possible to give to Japan one language only which may serve as a medium of instruction at all stages. There is also the influence of the English language and the American people. However, Romaji and Kanji languages are getting encouragement, but the problem remains to be solved.

Japanese Education and its future.—There is a lot to be done about the education in Japan. The future shall very much depend upon the finances. Today Japan is not very rich in this regard. In future the following problems will have to be solved, lest they impair the progress of the democratic system of education :—

(*a*) Dearth of buildings and shortage of trained and efficient teachers.

(*b*) Social education and the curriculum of social studies as well as History and Geography need revision.

(*c*) In Local Education Committees teachers are in majority. In future it is quite possible that the whole education set-up may be teacher-guided.

(*d*) Moral education in Japan has to given an indigenous look as well. Teaching of foreign morals shall not only solve the problem.

POINTS FOR REVISION

(1) The II World War changed the entire face of education in Japan. It ceased to believe the great things could be achieved through military adventures.

(2) After the II World War, the educational set-up was reorganized in several respects.

(3) A new constitution was given to Japan which tried to give a free and compulsory education.

(4) This Constitution envisages greater role for Local Bodies in the field of education.

(5) Now text-books are the responsibility of the State and they are trying to meet the dearth of the text-books.

(6) Education in Japan has been decentralized and there are Education Councils in each town.

(7) Now Local Bodies, like Local Councils and Prefectures, control the primary, secondary and allied education. Training of the teachers is also the reponsibility of Prefectures.

(8) There is the Education Ministry which gives grant-in-aid to the Prefectures and controls the working of the education.

(9) There are various Bureaus and Councils to the Ministry of Education that try to lay down the policy of education.

(10) There is the ideal of free and compulsory education being put into practice in Japan.

(11) Now the entire set-up of Japan has reorganized and divided into the following five stages :—

(*a*) Kindergarten,

(*b*) Primary,

(*c*) Junior Secondary,

(*d*) Higher secondary,

(*e*) Junior Colleges, and

(*f*) University or post-graduate education.

(12) In Japanese education every attempt is made to bring about the physical, moral as well as intellectual development of the student.

(13) Private agencies occupy an important place in the field of education today.

(14) Education of Japan is even today faced with various psychological as well as material problems. There is need for improving these problems.

(15) New buildings have to be but and old ones repaired. The problem of the language has to be solved.

(16) However, the future of education in Japan can be bright if the problems are successfully tackled.

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EDUCATION IN TURKEY (MODERN TURKEY)

CHAPTER I

GENERAL CONDITION OF THE COUNTRY AND THE EDUCATION

Q. Describe briefly the general conditions of Modern Turkey and aims, objects and the administrative control of education.

General conditions and physical features.—Turkey is a country which is connected with Europe as well as with Asia. It forms a part of central Asia as well as of Europe. Second World War devastated the country very badly. It is not trying to make good the damages suffered by it. However, it is still dependent upon foreign aid especially that of U. S. A. It is a country which consists of highlands and plateus as well as sea shores and coastal regions. There are plains as well. There are hill ranges also. All these physical features have made Turkey a land of variegated natural features.

Population.—Turkey is predominantly a Muslim country. Hardly 2% of its population is non-Muslim. It is the Muslims who constitute 98% of the total population.

Occupation and Economic conditions.—We have already seen that Turkey is a country of variegated physical features. Accordingly, there are various occupations. Farming and agriculture is carried out in plains and on the plateus. Seventy per cent of the population are agriculturists. In this regard we may compare Turkey with India. Here also, we find that 70% of the people live on agriculture.

Next to agriculture, people have taken to sheep-breeding and goat-breeding. Because of this, Turkey is an important wool producing country. This wool is mostly exported. However, manufacturing of blankets and woolen cloth is also carried out. By-and-by Turkey is trying to develop its woollen cloth producing industry.

In Turkey, there is a mediteranean type of climate. This mediteranean type of climate is responsible for the production of

fruits and olive. Due to fruits and specially grapes, certain industries that flourish on the fruits have also been established. Tobacco, cotton, olive, *etc.* are the main crops of this country. Farmers try to earn their livelihood by selling these crops or their produce.

Turkey has a variegated climate. There is cold climate as well as mediteranean type of climate. In hill regions we find that water reaches freezing point. On the other hand, on the plains and plateus it is very warm during the day-time and very cold during night.

Turkey is rich in forests. Due to these forests a lot of timber is available. This timber is used for manufacturing timber products and other allied things. It is also exported.

Area and Population.—This country is situated in an area of about 29,000 Sq. miles and there are about 3 crores of people living. In this regard we may say that it is less populated than the cities of Uttar Pradesh. As compared to U. P., it is only half of the population.

Formerly, Turkey was an empire. Now it is progressing on democratic lines. Sometime back it came under the influence of a military dictator who gave new life to the country.

Modern Turkey and its reorganisation.—After the First World War, the old system of administration came to an end. Mustafa Kamal Pasha took over the reins of administration. He continued to dominate the political scene of Turkey from 1924-1938. He carried out the administration in the name of democracy but gave it the real colour of a country under dictatorial regime. Inspite of his dictatorial attitude, it cannot be denied that he gave to the country integrity and unity. He also modernised the living conditions of the people. He finished *Purdah* system and allowed the ladies to march shoulder to shoulder with their menfolk. Since the First World War, Turkey has been under the influence of an eclipse of destruction. No doubt, the serious eclipse has passed away and the country has assumed its normal outlook. Reconstruction and reorganisation on modern lines is going on. However, it has still to progress a lot.

Way of life and the educational system.—Formerly education in Turkey was run on old traditional Isiamic lines. Mustafa Kamal Pasha gave it a new face and new colour. This face assumed modern colour during his regime and the modern colour is growing brighter every day.

Now education is not considered only a means of religious

salvation. It is not considered to be a means of preparing people for good citizenship and descent life.

Aims of education.—Now education in Turkey is run on modern psychological lines. It is run according to the following aims and objectives :—

(*a*) To raise the individual above narrow and parohial, communal and sectarian outlook.

(*b*) To instil in the individual love for humanity.

(*c*) To inculcate in the individuals a sense of ability for the family and the Nation.

(*d*) To eradicate illiteracy and inculcate in the individuals freedom of faith and thought.

(*e*) To establish friendship with other nations of the World while maintaining the national self-respect and honour.

(*f*) To inculcate in the citizens love and zeal for hard work and co-operation for the socio-economic progress and development of the country.

(*g*) To provide education on modern and scientific line to the citizens of the country.

(*h*) To make proper and scientific arrangements for adult and social education.

(*i*) To make arrangements for scientific and planned teachers training and try to get up a place of respect for the teachers in the Society, while getting them proper emoluments and congenial conditions of service.

(*j*) To arrange for programme for gainful employment of leisure.

Control and Administration of education.—Turkey has progressed under a ruler who exercised dictatorial control over land and society. It is, therefore, natural for Turkey to have a centralised system of education. In other words, it is the Central Government or Central adminisiration that exercises over-all and more or less complete control over the educational set-up in the country.

Minister for Education is selected by the Prime Minister and put in the charge of the working of the education.

There is a *General Education Council* that helps and tenders advice to the Minister of Education.

Then there is a State *Director of Public Instruction.* He is like the Director of Education in our country.

The whole of the country is divided into several States. The working of the education of each State is under the overall supervision of the State Director of Public Instructions. He is the chief executive officer of the educational policies of the country.

Then there is a *Body of Inspectorate.* The job of these Inspectors is to advice the workers in the field of education in regard to their job. They also carry out inspections in order to check the working of the schools and other institutions.

There are separate Inspectors for Primary Schools and the primary education and the Secondary schools or the secondary education.

In short, we may say that education in Turkey is centralised like China and Russia. Even in the States, the policies are received from the Centre and carried out by the State Director. However, the progress is going on.

POINTS FOR REVISION

(1) Turkey is a country which is affiliated to Asia as well as Europe. Geographically also, it is situated in the middle of both these continents.

(2) Turkey is an Islamic country which has a variegated climate and physical features.

(3) Agriculture is the most important occupation of this country.

(4) Before First World War, Turkey was a conservative country.

(5) Since 1924 when Mustafa Kamal Pasha took over as the President of Turkey, the country started making progress in modern lines.

(6) Now country is a modern country. It is more of the Europe than of Asia.

(7) Education in Turkey is now imparted on modern lines.

(8) The main object of education in Turkey today is to raise people over and above the narrow and communal considerations and instil in them loyalty for the country and independence of faith and thought.

(9) Education in Turkey is aimed at removal of illiteracy, education for adults and gainful employment of leisure.

(16) Education in Turkey is very much centralised. It is the Central Administration that lays down policies in regard to education.

(11) The Provincial Administration has to carry out and execute the policies of the Central Administration. They have no initiative and freedom in the matter.

(12) However, Turkey is progressing in educatien on modern lines.

CHAPTER II

VARIOUS STAGES OF EDUCATION IN TURKEY

Q. Write short notes on the following:—

(a) Primary education in Turkey (b) Secondary education in Turkey (c) Higher education in Turkey (d) Vocational education (e) Place of religion and private agencies in the education in Turkey (f) Economic set-up of education in Turkey.

Primary education and its working.—Since 1949, primary education has been made compulsory in Turkey. This is compulsory for the children between the age group of 7-12 years.

Differences in rural and urban areas.—Inspite of the fact that education is compulsory in Turkey, only 35 to 40 per cent of the children in the rural areas are able to take advantage of the facility of primary education. On the other hand, about 80 per cent of the children of the above age group in the urban areas go for primary education.

Facilities for primary edueation.—Facilities for primary education in Turkey are still inadequate. There are not enough primary schools that can cater to the needs of the growing number of the childern.

A three-year higher primary course has also been started. This is like the French system of higher primary education. The number of schools that impart this education is also small.

Teachers and their training.—In Turkey, like other progressing and developing countries, there is a dearth of trained teachers for primary cducation. However, administrators of Turkey have found out a novel method of meeting this dearth. Soldiers, who are not able to get promotion in the Army, are detained for teaching job in the primary schools. They are given 18 months' traing and then called as teachers of these primary schools. These teachers are called "Egitman".

The soldier teachers were deployed in the field of education probably on account of the military discipline of that country. People of that country gave a lot of importance to military. This is the reason why soldiers could not succeed in their field and

were thus sent to the field of education. These teachers are provided with other facilities as well.

Administrators of Turkey have drawn out a special scheme for ths education of agriculture at the primary level of education. In order to achieve this object, new training schools have been opened.

In Turkey, there is arrangement for the teaching of home science, elementary medical science, carpentary *etc.* at the primary level. Teaehers are trained for these jobs in the training centers specially opened for the purpose.

Primary education and adult education.—It will not be out of place to talk about adult education in this context. Adult education is provided to those illiterate grown-up people who could not have the facility of primary education. The problem of adult education is very acute in rural areas. People of Turkey are trying to meet this problem.

Economic conditions and Primary education.—Economic condition of people of Turkey is not very good. Even small children have to work in order to earn their livelihood. In order to cope up with this problem and also to give education to them, school-timings have been changed and fixed from 8 A. M. to 1 P. M.

However, primary education is growing up day by day, but still a good deal has to be accomplished.

Secondary education in modern Turkey.—In Turkey there are two types of institutions that cater to the needs of secondary education :—

(*a*) Junior Schools, and

(*b*) Secondary schools.

These Junior Secondary schools are like Junior High Schools of India. Here a part of secondary education is imparted. In secondary schools that are called 'Lyceums' full-fledged secondary education is imparted. In these secondary schools education is imparted up to the standard after which the students may go in for University education.

Curriculum of the secondary education.—Secondery education in Turkey has become quite modern from the point of view of curriculum. It has been very much influenced by the thoughts of American educationists. Now the number of subjects has been reduced and more modern subjects have been introduced.

The new examination system, which is a gift of American

educationists to the world of education has been introduced in Turkey also.

Higher education or University education.—Facilities for higher education in Turkey cannot be called adequate. Till 1952, there were only 3 universities while several States of India have 6 to 12 universities.

Higher education in Turkey is imparted by the Universities and the colleges. Colleges are affiliated either to Turkish Universities or universities abroad.

Special Institutions for higher education.—There are certain special institutions for the higher education, as well. They impart education in music, art, home economics *etc.*

The number of the boys and girls receiving higher education is growing day by day. Inspite of the growth, it cannot be said that there is sufficient number of people receiving higher education in Turkey.

Technical and Vocational education.—Facilities for technical and vocational education in Turkey are quite adequate and praise-worthy. We have already seen that Turkey is predominantly an agricultural country. Seventy per cent of its population resides in villeges. No arrangement of technical and vocational education can be successful unless it imparts education to these people. In Turkey there are definitely facilities for these people. *Mobile Caravans* have been established. These move from village to village and impart training to people in various trades such as carpentary, iron smithy, mechanics and such other jobs. These caravans also provide education to women in the domestic affairs, child welfare, stitching *etc.*

There is a Technical University in Turkey situated at Istanbul. There are other technical institutions, as well.

The Ministry for Education of the country is trying its best to provide facilities for technical and vocational education.

Role of the private agencies in the field of education.—In Turkey there are a number of private schools. These private schools are surprisingly not run by private agencies of Turkey. They are, in fact, run by foreign organisations. The Government give them grant-in-aid.

Other than these private schools, there are Government schools. Government schools are totally under the control of the Government machinery.

The '*Ministry of Education*' exercises its control over the private schools also. The curriculum of these schools is prescribed by the

Ministry of Education. There are rules and regulations framed by the Ministry according to which these schools have to run.

Education and Religion.—Prior to rule of Mustafa Kamal Pasha, the religion was an integral part of the school curriculum. Since his regime it was deleted. Now it has again come into the syllabus but only as an optional subject. In other words, religious instructions is imparted as an optional subject.

Finance and economic set-up of education.—Schools run by the private agencies or foreign organisations are financed partially by the Government. Government also contributes towards their expenditure. These contributions are received in the form of grant-in-aid. Government schools are wholly run by the Government machinery and finances.

It would not be improper to say that the major portion of the expenditure on education is borne by the Government. This expenditure is going up with the growth in the facilities for education.

Feature of Turkish education.—Educationists of Turkey have to eradicate illiteracy and provide a team of trained teachers. Doubtlessly, it is an uphill task. The age of compulsory education has also to be raised. Unless it is done, it will not be possible to do justic to the education. The Government of Turkey has tried to do something in the field. It has certainlly achieved commandable success in the field of technical and vocational education.

POINTS FOR REVISION

1. Primary education in Turkey is compulsory for children between the age group of 7-12 years. Inspite of the compulsory education all the children of this age group in the rural areas have not been able to take full advantage of this facility.

2. There is dreath of trained teachers.

3. In order to meet the dreath of trained teachers, soldiers who could not get the promotion in Army, are sent to the primary schools as teachers after a training of 18 months.

4. In order to meet the economic requirements of the children, primary schools are held between 8 A. M. and 1 P. M.

5. Secondary education in Turkey is provided by Junior Secondary schools and secondary schools are called "Lyceums".

6. Secondary education in Turkey is becoming more and more modern and up-to-date.

7. Higher education in Turkey is provided by universities and colleges.

8. Facilities for higher education in Turkey are still inadequate.

9. There are special institutions for imparting higher education in music, art, domestic science *etc.*

10. In the field of technical and vocational education, Turkey has made commandable progress.

11. *Mobile Caravans* have been established to provide technical and occupetional education to the men and women in the rural areas.

12. Foreign Organisation have established several private schools in Turkey. These schools are given finanical assistance by the Government.

13. Before 1924 religious instructions was compulsory, Now religion has been started as an optional subject.

14. Major portion of the expenditure on education is borne by the Government.

15. In the field of education, Turkey has to improve a lot. Inspite of the drawbacks, Turkey is progressing rapidly.

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EDUCATION IN (MODERN) CHINA

CHAPTER I

EDUCATION IN (MODERN) CHINA

Q. Deseribe briefly the historical background of educational development in modern China.

Speeial features of Chinese education.—China is one of the biggest countries of Asia. It is now under a Communist regime which has its own designs and outlook. Up to this moment, China is guarded by an iron curtain. It is difficult to get full information about this country with 70 crores of population. However, it can be asserted, on the basis of information available, that China has lost its touch with the historical background of its education.

Chinese civilization.—China has a long history of its culture and civilization which is about 4 thourand years old. Two thousand years before Christ, there was a civilisation known as the '*Civilisation of Yellow Valley*'. The king of China and his family carried out the administration of the land and the people. Later on this system developed into a feudal order and similar kingdoms came into being.

Contact with foreign countries.—It was in the second century B. C. that people from other parts of the world started coming to China. It was at this moment that Buddism also entered into this country. These influences brought about an all round, economic, social, cultural, educational and literary development to all the people of China and the country as well. It was in the 4th century A. D. that a part of famous Chinese wall was erected. This was done in order to stop the influence of the foreigners.

Buddhism and its influence.—Buddhism influenced China a lot. It brought with it a good deal of civilisation and so China grew into a civilised country.

Chinese cultural development between 6th and 9th century.—In the 6th century Buddhism established its control over the whole of the country. However, the differences between South and the North did not vanish away. This Buddhism made the people of China a non-violent race and so in the 9th century A. D. MONGOL RULERS captured the country. This yoke

of chaining could not be drawn off till the middle of the 14th century.

Effects of Mongol Rulers.—The effects of Mongol rulers were very changing for the life of the Chinese people. These effects continued till the 9th century. Hawever, this period did bring about cultural and educational progress and development.

Influence of India.—Buddhism came to China only through the influence of the Indian culture. It is also known that scholars of China came to India and acquired higher education and knowledge of cultural affairs. In the 6th century, A. D. '*Yuan Chowang*' visited India and took away Bhudhist literature with him. It was this culture which brought about a good deal of progress in the education of China.

Really speaking China got its real educational development in the 14th and after the 14th century. It was during the rule of MING and MANCHU rulers that China made educational and cultural advancement. During the rule of its emperors there was peace and so contacts could be established with the foreign countries. It was during this period that a dictionary and encyclopaedia were prepared.

Influence of European countries.—After the 14th century people from Britain and other European countries started pouring in. This contact did influence the Chinese civilisation and culture. In the 19th Century Chinese entered into many treaties with foreign countries about trade and other things. As a result of these treaties several trade centres were established in China. By and by the number of foreigners in the country increased.

Missionaries.—With the coming in of the European people, missionaries also came in. The main jab of these missionaries was to establish the foot-board of Christianity. In order to achieve this objective they established many schools and colleges. MANCHU and there rulers also provided facilities for education.

Traditions of Chinese education.—We have also noted that mordern Chinese education is brought is into front its traditional system of education. The traditional Chinese education is about 4 thousand years old. It dates back to 2000 B. C., the days of YELLOW RULING VALLEY CIVILISATION. In those days mathematics, history, music, fine arts and warfare were the main subjects of study. Specialised education was also given and a thorough examination was conducted. In those days there used to be schools for every 25 families and higher schools and district schools were established for 500 and 2500 families respectively.

It was Central Government that controlled the system of education. This Government had its regional units and it was these regional units that controlled the education.

During this century the old system was demolished and a new system was established. Private agencies came into play their part. Many private schools were opened and they continued to run along with the Government schools. Now each village had a school and each district a college. Mostly the expenditure on education was made by the State Administration. This system continued to be there till 2nd century B. C.

Chinese educational pattern in the 2nd century B. C.—During this period, educational set-up improved itself. Now there were more private schools and the system of examination was also reorganised. The examination of the last schools was considered a sufficient proof for admisiion to college.

Girls' education also improved. They were given education with the boys. This education continued at the age of 10 and there were very few lucky girls who could pursue higher education. Generally girls were kept at home and taught about domestic work.

There was also provision for moral and physical education. This system of education went on till 2nd century A. D. then change came in.

Education between 300 A. D. to 1000 A. D.—This was a period of great political changes in the country. The changes were quite frequent and so education could not get proper attention. During this period Buddhism influenced the education set-up very much. However, notable feature during this period was that due to war private schools were closed.

Education during 1000 A. D. to 1300 A. D.—During this period great stress was laid on military education. Several military schools were established. Medical education also got a better start. Examination and inspection work was reorganized.

During this period a state patronage was not given to the education because the rulers were foreigners. However the old traditional system of Chinese education continued. Chinese people were conscious about their education so they continued to provide all support to schools.

Re-emergence of State Government and development of education.—After the 13th century Chinese people established their own Government. They freed themselves from slavery and once again the education got its due. Now a great stress

was laid on new education. In fact it was so on account of political reasons. People were given scholarships and facilities because they had access to the high ups in the Administration.

Education dovelopment and foreign influence.—With the continuance of European people in the 19th century, Chinese education started acquiring new dominions, missionaries came to the land and started many schools. This marked the beginning and the progress of Western education. With the development of Western education, traditional system of education started deteriorating. Then came Sino-Japanese War and then the Chinese revolution and then 2nd World War. All these things gave a Western bias to Chinese education.

Begining of modern education in China.—Towards the end of the 9th century a new system of education started in China. In those days China was working under a shadow to war and so great stress was laid on war needs. The new pattern of education paid a good deal of attention to the national requirements. However, along with this modern education the traditional education also continued.

Establishment of academies of western learning.—It was established in 1895. Then in 1896 or 1897 another academic school "Non Young Public Academy" was established. Under this system a junior and higher college providing 8 years course were established. Later academy tried for the higher education.

Imperial University.—Then Imperial University was established. This had a primary and secondary school attached to it.

Re-organisation of Chinese education—. It was done in the year 1903. This re-organisation changed the pattern of the schools as well as curriculum and syllabus. In 1905 Ministery of Education was established. Then in 1907 primary education rules were framed. It sought its real expansion between 1907 and 1911. Primary education was now made universal. Colleges were also given facility for such an education.

Chinese Revolution and Communist Regime and the changes in education.—In 1926 China sought its first revolution under the leadership of Sun Yat Sane. This revolution later on brought about by Chiang Kai Shek, to the forefront and he with his colleagues ruled China till 1950 or so.

After 2nd World War and during this period also, a struggle between the followers of Chiang Kai Shek and those of the Communist party of China continued. The struggle ultimately led to the capture of Chinese mainland by the Communist

force. Now China is ruled by the Communist party and its followers.

Education.—The Chinese education is now modern in nature. It is given to the needs and requirements of the Communist party of China. There is elaborate arrangement for primary, secondary as well as higher education. However, this education has not been able to fulfil the needs and requirements of the people.

POINTS FOR REVISION

1. Chinese education, inspite of its modern colour, has a historical background.

2. Chinese civilisation is about 4000 years old, and so its education also developed along with it.

3. In the Second Century B. C. Chinese came in contact with foreigners and its education was also influenced by those people.

4. Buddhism influenced Chinese life and education to a very great extent.

5. Between 6th and 9th century, Buddhism established control over the life of China and so it got to influence the education of that country.

6. Mongol rulers also influenced the Chinese life and culture.

7. Indian influence can be traced on Chinese life and education.

8. The real period of development of Chinese education comes in the 14th and after the 14th century.

9. After 14th century China came in conact with the European countries and Missionaries gave a new trend to education in China.

10. Traditions of Chinese education are prety old. There used to be schools for a number of families and people.

11. During the 11th century private agencies came into the field of education. Prior to that there were only Governm ent agencies that administered and organised education.

12. In the 2nd century B. C. Chinese education improved itself.

13. During 300 A. D. to 1000 A. D. several political changes took place and so education also got a start.

14. During 1000 A. D. to 1300 A. D., great stress was laid on military education.

15. Further during this period education did not get State patronage because the rulers were foreigners.

16. After the 13th century Chinese people established their own rule and so education re-emerged as a source of public consciousness.

17. After 19th century and also during 19th century, Europeans influenced the educational set-up to a very great extent.

18. Modern education saw its beginnings towards end of 19th century but modern education in China saw its beginning after this period and education was re-organised and new agencies of education were established.

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CHAPTER II

CONTROL AND FINANCES OF HIGHER EDUCATION

Q. Describe briefly the control and the finances of education set-up in China and also describe briefly the working of the higher education there.

Administration and control.—We have already seen that today China is under the rule of the Communist party. This party dominates the country and all its activities. In fact it is this unit of the Communist party that carried out the administration. Those who look after the administration are there at the mercy of the Communist party of China.

The administration is divided into two units :—

(*a*) Advisory and (*b*) Administration.

This is true of educational pattern as well. Advisory units are found in towns, regions and cities and the teachers as well as people are its members. The main task of these advisory units is to study the education problems and tender advice to the Administrative officers.

District schools.—This is the lowest unit in the educational administraive set-up. In every district there is an the educational officer who acts as liason between the State Administration and the school. He cannot take decision independently on an educational matter. He is guided by the State Administration.

State administration of education.—The Chief Educational officer of a State is called the Commissioner of Education. He is the head of the educational department of the State. All other officers of the department are appointed by him.

Bureaus.—Every education department has 3 to 6 bureaus. They are in fact helping hands in the education department.

Inspectors.—There are 4 to 6 inspectors in every State. The number of inspectors depends upon the size of the State. If the Stae is big the number of inspectors is large and if the State is small the number of inspectors is small. These inspectors are there to carry out the inspections of the schools. They are, no

doubt, appointed by the Commissioner of Education but for their appointment the approval of the Central authority is required.

Ministry of Education.—This is the highest authority in the field of education. It is the body that looks after whole of the education. It is this Ministry that appoints the Commissioner of education.

Educational administration in rural areas.—In China there is proper arrangements for education in the rural areas as well. They are Country Superintendents. They are also under the charge of the Educational Commissioner.

Central control over the education.—In China education is looked after by the Minister of Education. He is a member of the so-called Cabinet and appointed by Head of the Government say the President. Under him there is the Central Ministry of Education. There are about 5 departments that compose the Ministry.

(*a*) Department for General Education;
(*b*) Department for Higher Education;
(*c*) Department for Social Education;
(*d*) Department of General Administration; and
(*e*) Department of Mongolian and Tibetan Education.

Each department is under the charge of a Director.

Task of the Minister of Education.—In China education is very much centralised. No policy can be executed or laid down without the approval of the Central Government. In this regard Chinese educational pattern is very much different from that of India. Here it is the State that carry out the educational tasks. They are also to lay down policies but in education it is not so.

Central Minister of Education.—He lays down educational policies, frames rules and regulations, decides curriculum, prescribes text-books and provides equipment for the schools.

Deputy Minister and Advisory Committees etc.—In order to assist the Minister of Education there are Deputy Ministers, advisors and committees. However, every work is done in the name of the Minister for Education.

Financial control and Administration of education in China.—A huge amount is spent on education. No dobut fee is charged but it only needs a fractional part of the total expenditure on education of that vast country.

Education is free at the junior schools or 1st to 4th years of education and similarly vocational education as well as teachers education is free. At other stages of education fee is charged.

Stipends and scholarships.—China as a Communist country. It is natural for such country to give proper attention to education. However, in this regard it is not so conscientions and consciousness as Soviet Union is. Even then a large number of scholarships and stipends are given to the children receiving education. This is more or less compulsory and obligatory on the part of the State. Students are granted exemption from fee.

Fee is charged at the stage of higher education but here also it is the State that has to meet the expenses.

Education From local taxes.—Certain amount of the taxes collected at the local level are reserved for being spent on education. This gives some relief to the Central administration. However, it is the Central administration which is responsible for meeting the expenses of education in China.

Role of the State Government.—State Governments cooperate with the central administration in meeting the expenditure of primary and adult education. At other stages of education the major share of the expenditure is borne by the State Government.

The economic conditions of the different States of China is different. Some are economically well off while the others are poor. Those States that are economically well off spare enough money for meeting the expenses of education.

Role of Local Bodies.—Local Bodies also contribute their shares towards education. In rural area it is the Country Councillors that are like Zila Parishads in India and County Councillors of England that look after the secondary education. Similarly the Muncipal Boards in the urban areas also bear expenses of education. There is definitely a difference between the expenses of education in rural areas as well as urban areas.

Universities and private institutions.—Universities and private institutlons have their own resources of income. They try to meet their expenses independently.

From the point of view of legality it is the central administration which is responsible for expenses of education but factually it is the State Governments and the local bodies that bear the major share. The National Governments hardly spend 3 to 4% of its income on education.

Higher education in China.—Higher education in China has undergone a lot of change due to wars. We do not find

institutes of higher learning situated in western and north western parts of the country. This is true of central China as well. Since the Communist regime in China, national expansion of higher education has taken place. This national expansion programme has given birth to several new universities. These universities try to produce youngmen and women who are to take up the task of ideologists of Commmunism in the society. Every attempt is made to keep the standards high.

Text-books and other programmes of education.—Text-books for the higher education are prepared under the directions of the Government. The syllabus and the curriculum is also laid down by the Central Government. All this is done in order to create an uniform pattern of higher education in China.

Institutions of higher education.—In China colleges, universities of technical and technological education are considered to de institutions of higher education. We have already seen that these institutions are controlled by the State.

Duration of courses.—Several rules and regulations have been framed by the Government in regard to the working of and teaching in the institutes of higher education.

Generally courses in these inststutions are of two to three years duration.

Emphasis on the teachiag of Science, Technology and Agriculture.—In China, teaching of agriculture, science and technology is given utmost importance. Every university has to have at least three faculties of agriculture, science and technology.

Teaching arrangement and status of the institutions of higher education.—Apart from the faculties of ageiculture, science and technology, every institution is expected to have post-groduate arrangement for teaching. Every university must also have facilities for research in the subjects like Commerce, Medicine, Law *etc.* If an institution does not posses all these things, it shall not be given the status of university. It shall then be called only a college.

Now, according to the modern requirements, every institution of higher education has to provide a four-year degree course and a two-year post-graduate course.

Literary and creative activities.—At the level of higher education a lot of importance is attached to literary and creative activities. In fact, it is expected of the students to take active part in these activities.

Generally, teaching is conducted through lectures. Now tutorials are also held. With this addition in the system of teaching, Chinese universities are also adopting the system of education prevalent in various universities of the world.

In the last year of the course, the students have to do some research work and present a thesis or dissertation. In lieu of it, they can also undertake the translation of a book.

Examination.—The examination is conducted by the National Ministry of Education. There is a committee appointed for the purpose. The members of this committee are experts of different subjects.

Admission to a University.—Only those persons who have completed their secondary education can get admission in a university or an institute of higher education. Sometimes, it is necessary to pass a pre-admission examination before getting admission. The standard of this examination is also laid down by the Ministry of Education. Those students who have passed Honours' Examination from the secondary schools maintained by the Government get exemption from the admission examination.

Girls are provided exemption from these rigid rules and regulations.

For the students of medicine, a five-year course has been prescribed. A student has to complete this course in order to get a degrre and become a doctor or a medical practitioner.

Administration.—Head of a college is called the Dean and the President is the head of a university. There is no selection system like Indian universities in the appointment to these posts.

The persons are appointed by the Central Ministry of Education, in consultation with the State Government and the local bodies.

Every class has a fixed number of students. In science and technical classes, admission is made, kaeping in view the facilities that are available. There is also arrngement for the teaching of science to the arts students and humanities to the students of science.

Higher education for girls.—Facilities for higher education for girls are also growing in number. An attempt is made to give them education in commercial subjects.

POINTS FOR REVISION

1. The whole of the educational set-up in China is under the control of the Communist Party of that country,

2. There is the advisory as well as administrative aspect of the education administration.

3. The highest authority in the field of education is the Ministry of Education. This is the central agency.

4. Below the Central Ministry of Education, there is the State Administration of Education and the district administration.

5. Inspectors play an important role in the administration of education. The Education Department has been divided into several bureaus.

6. In China, there is complete central control over the education.

7. There is also proper arrangement of education in the rural areas.

8. Expenses for education are met out of the local funds and taxes. However, it is the Central Government that carries out its administration.

9. Higher education is improving day-by-day in China.

10. There are universities, colleges and institutes of technical education that provide higher education to the students in China.

11. Generally a four-year course is necessary for graduation and two-year course is needed for post-graduation.

12. In higher education a good deal of emphasis is laid on research work and literary and creative activities.

13. The head of a university is called the President and the head of the college is called the Dean.

14. These persons are appointed by the Central Ministry for Education. In their appointment, of course, the State Administration and the local administration are consulted.

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CHAPTER III

PRE-PRIMARY, PRIMARY, SECONDARY, VOCATIONAL, SOCIAL AND TEACHER'S EDUCATION IN CHINA

Q. Write short notes on the following :—

(a) Pre-primary education in China.

(b) Primary education in China.

(c) Secondary education in China.

(d) Vocational education in China.

(e) Social education in China

(f) Teacher's education in China.

Pre-primary education in China.—Facilities for pre-primary education in China are inadequate. Inspite of rigid control, the Communist regime has not been able to provide proper facilities for the infants. However, there are two types of institutions that cater to the need of the country. There are :—

(*a*) *Kindergartens*

(*b*) *Nurseries*

Kindergartens system got its place in China in the last year of the ninteenth century. Like other countries of the world, this system got its real importance only in the twentieth century. These institutions were originally started by private and voluntary organisations and the missionaries. They have also been set-up now by the local bodies or counties.

Nursery education is the gift of twentieth century. These schools keep children for two years. Generraly children between the age group of four to six years are admitted in these schools. According to the orders of the Government, children of three years of age may also be admitted.

Generally these kindergartens and nurseries are attached to the degree colleges and the institutes that provide training to the teachers. They are, in fact, the graunds of experiment, where new techniques of teaching are put to test.

Primary education in China.—In China, primary educa-

tion was carried on in traditional manner. It was in the third decade of the twentieth century that it came to be re-organised and given a proper set-up. Even today primary education is not properly organised in rural areas.

Generally in towns and cities, there are a number of primary schools. These schools have also been opened in rural areas. In rural areas, there are generally single teacher schools. By-and-by they are being given modern set-up.

In China, primary education has a six-year curriculum.

Junior primary schools.—Primary education is compulsory in China. There are four-year junior primary schools. They are found in towns and smaller cities.

It is necessary for the student of the age group of six to ten years and ten to twelve years to get admission into four-year junior primary and two-year senior primary schools. It is binding on the primary schools to make arrangement for the education of these children. However, there is provision for relaxation.

There are several supplementary facilities available for primary education. These supplementary facilities also cater to the needs of the adults, who could not have the opportunity for regular primary education.

Vocational and technical education.—In China, great deal of stress is laid on technical and vocational education. Rich arrangements have been made for the teaching of agriculture, commerce, industry, home economics, medicine, law *etc.* Generally this education is imparted in the institutions that carry the status of secondary education. In this regard, we may say that China is trying to copy the Russian pattern of technical education.

There is a lot of similarity in the schools maintained for the teaching of technical subjects and the secondary schools. Generally, it is belived that technical education is a part of the secondary education. It has been divided into two wings :—

(*a*) Junior wing

(*b*) Senior wing

Duration.—Technical education at the secondary level is carried on for six-years. Each wing provides for education for a period of three years.

A student who has completed the primary education may enter into the junior wing of the technical education. On the other hond, a person, who has completed the junior level of education, can find place in the senior level to technical education.

Technical education includes training in general subjects as well as the technical and the practical training.

Those students who are between the age group of 12 to 20 years and who have studied up to the primary stage of education, are provided technical education in the separate technical schools. These schools have courses of the duration of five to six years. Here proper attention is paid to technical training.

Special technical schools.—These schools are meant for the boys between the age group of fifteen to twenty two years or twenty five years of age who have passed the Junior Secondary Examination. Here the duration of training is three years.

Examination.—At the end of the course, an examination is held and the successful students are awarded diplomas or certificates.

Generally the education is free in this field. However, the institutions may charge fee with the approval of the Government.

'*Technical schools*' are to have laboratories and workshops. They have been established in order to provide practical and lively training to the future technicians.

Secondary education in China.—We have already seen that technical schools form a part of the secondary education. However, secondary education in China is provided through the institutions of the following kinds :—

(*a*) Secondary schools.

(*b*) Normal schools.

(*c*) Industrial and technical centers.

Duration.—In a secondary schools, which is generally known as a comman secondary school, the duration of the course is six years. There are two wings of secondary education :—

(*a*) Junior division.

(*b*) Senior division.

In these wings, the curriculum is for three-years.

The curriculum and the syllabus of these two wings of the secondary education is different. This education may be pursued at two different places.

Curriculum and syllabus of the Junior secondary Stage of education.—Students of the Junior Secondary stage of education have to read the following subjects :

(*a*) Chinese language.

(*b*) A foreign language, such English, French, Portuguese, *etc.*

(*c*) History.

(*d*) Geography.

(*e*) Civics.

(*f*) Arithmetic.

(*g*) Art.

(*h*) Music.

(*i*) Science subjects such as Physics, Chemistry, Zoology, Botany, Biology.

(*j*) Psychology.

Besides these subjects, physical training, hygiene, scouting, *etc.* are also taught.

Curriculum and syllabus of the Senior Secondary Stage of Education.—At this stage of education, the following subjects are added to the original list:—

(*a*) Logic.

(*b*) Foreign history.

(*c*) Foreign geography.

(*d*) Military Science *etc.*

The role of the Government machinery.—The curriculum and the syllabus are framed and laid down by the Central Ministry of Education. The text-books are also prescribed by the Ministry.

The aim of the secondary education is to prepare students for higher education.

Examination.—At the end of the secondary education, an examination is held. This examination is conducted with the help of the question papers that are based on the courses of the junior as well as the senior secondary education.

Military training and the secondary education.—At the secondary stage of education, military training is compulsory. For the students of the junior stage, military training is also given.

Control and administration of the institutions of secondary education.—In secondary education, the State as well as the private agencies play their part. Government have established certain institutions and then there are private bodies that have also established some of these institutions.

It is the local bodies that are entrusted with the task of running these institutions.

Government has established national secondary institutions. Finances of these institutions are met by the State Government or the Central Government.

Facilities for secondary education in China are inadequate. Generally schools are situated in the rural areas. Institutions that are maintained by the private agencies do not get proper financial assistance. Secondary education is received by very few people in China. In other words, the percentage of the people receiving secondary education is pretty low. This tells a sad tale of Secoedary education in China.

Education of the teachers or instiiutions for the training of the teachers.—There are different categories of institutions that train teachers for different stages of education. These institutions have been established by the administrators of the State in order to meet the requirements of the trained teachers.

Institutes for the training of the teachers for kindergarten and primary schools.—There is dreath of the teachers for kindergarten classes and the primary classes. This dearth is all the more felt in the rural areas because the teachers do not like to go over there. The remuneration of the teachers serving in the rural areas is also not very good.

In order to meet this shortage, there have been introduced several short term coursrs for the training of the teachers. Students who finish junior secondary education, become qualified teachers for the primary and kindergarten classes after a year's training.

Those who have completed primary education and undergo a four-year training course become qualified teachers for this stage of education.

Persons who have completed senior education or senior technological education become qualified teachers after a year of training.

Duration of training.—Those students who have completed junior secondary school education have to undergo three-years training in order to become qualified teachers.

At the end of the training, the examination is held. For admission also, there is provision for examination.

Training of the .eachers of physical education, music, art etc.—There are special institutions for the training of the teachers of physical education, music, art *etc.*

Teaining is more or less free. In other words, no fee is charged. In order to encourage youngmen to take up this profession, stipends and other facilities are given.

Inspite of all the facilities and short cuts, there exists dreath of teachers in China. This dearth may be removed, but the day seems to be far off.

Adult Education or Social Education.—Social education in China is like adult education in our country. Here also now it is called social education. The real object of this education is to provide education to illeterate or semi-illiterate adults, who could not get education in due course of time and who have now reached the age group of 19 to 45 years.

Since there is a lot of illiteracy in China, several instiutions for social education have been opened. It is under this scheme of education that the students who are studying in primary and secondary schools are expected to educate and train their neighbours and illiterate members of the family.

Role of voluntary organisations and private agencies.—In a vast country like China, it is difficult for Governmrnt to own the sole responsibility for social education. Inspite of the regimentation, China has not succeeded in taking the problem of adult education through Government. There are several private organisations and voluntary organisations that carry out cultural and physical programmes, organise lectures, establish libraries and reading rooms and also provide medical service as well as the education of elementary hygiene to the illiterate and semi-illiterate adults.

Social education is the responsibility of the State Governments and the local bodies. These Governmental agencies undertake the task. Now social education in China includes literacy, general education, industrial and agricultural educalion, training in technical and commercial jobs and civic education.

Labour education.—In China labour education is a form of social education. With the help of this scheme, an attempt is made to educate and train the labourers for industrial and agricultural jobs.

Community education centers.—These are the highest educational institutions that supervise the working of the social education.

Under the auspices of these institutions, several other institutions have been established that make arrangements for adult education in the morning and the evening.

Degree colleges and institutions of higher education also co-operative in the task of adult education.

Social education is under the direct control of the Ministry of Education. It is the Ministry that prescribes text-books and lays down the curriculum and the syllabus. Generally the following subjects are taught :—

(*a*) Geography.
(*b*) History.
(*c*) Health Hygiene and Sanitation.
(*d*) Agriculture.
(*e*) Commerce.
(*f*) Technology and Engineering.
(*g*) Physical education.
(*h*) Industrial education.

The Government tries to provide encouragement to the institutions that undertake programmes of adult education and social education. Its comes out with financial grants-in-aid and does other things for their encouragement.

Role of private agencies in education in China.—From the administrative set-up and the Social structure of China, it seems that private agency has been removed from the educational area of the country. But really speaking it is not so. There are several religious institutions that have made arrangement for the children of the followers of the particular religious sect. Since there is regimentation, these institutions are also subjected to rigid discipline of the State. Schools have to seek recognition from the Government and the values of the Communist society are compulsorily taught. Now this private agency is more or less coming to an end and the Government is taking over the educational set-up, inspite of all its weaknesses.

POINTS FOR REVISION

1. Pre-primary education in China is carried out with the help of the kindergartens and nurseries.

2. It is a gift of the last decade of the nineteeth century and the twentieth century. Facilities for infant education are not at all adequate in China.

3. Primary education in China is carried out with the help of the institutions maintained by the State. Facilities for primary education are also not adequate in China.

4. Secondary education in China is progressing. Institutions for secondary education are run and maintained by the Government as well as the private agencies.

5. There are certain national institutions of secondary education whose expenses are completely borne by the Central Government or the State Government.

6. Facilities for secondary education in rural areas are inadequate. It is the urban areas that enjoy proper facilities.

7. Vocational and technical education is very much encouraged in China. There are various types of institutions that make arrangement for the vocational and technical education.

8. Vocational education is more or less free.

9. Social education or adult education is, again, very much encouraged in China. There are so many illiterate adults that social education has to be provided on a large scale. There are several types of institutions that undertake the task of social education and adult education.

10. In China, there are certain private agencies as well as voluntary organisation that play their part in the field of education. Generally these are the religious bodies. However, their existence is heading towards extinction. This is all due to regimentation in China.

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COMPARATIVE EDUCATION

A COMPARATIVE PICTURE OF EDUCATION IN DIFFERENT COUNTRIES

"The purpose of comparative education as of comparative law, comparative literature or comparative anatomy is to discover the differences in educational systems, to discover the underlying principles which govern the development of all natlonal systems of education."

—*Kandel*

CHAPTER I

ADMINISTRATIVE CONTROL AND FINANCING OF EDUCATION IN DIFFERENT COUNTRIES

Q. Compare the administrtive control and financing of education in the following countries:—

(a) America (b) England (c) India (d) Russia (e) France etc.

Administration and control of education.—Administration and control of education depends upon the system of the Government. If a particular Government is under the rule of a totalitarian system, the education is bound to be under the direct control of the State. In socialist society also, we find that education is controlled, financed and run by the State agency. In democratic countries, we find that private agencies play their role. They establish institutions, find resources for their working and try to meet their requirements.

India is a democratic country. Here we find that the Government provides finances for the education. Private agencies also find resources for running the institutions. In Soviet Union there is no scope for private agencies. There do not exist private schools. All the schools are run and managed by the State.

America is a country that believes in democracy and free enterprise. Here most of the institutions are run by private agencies. Churches and other religious bodies are pioneers in this regard. There are State universities as well as institutions. These State universities and institutions are solely administered and financed by the Government. Private institutions and universities have been established by religious bodies and private voluntary institutions. These agencies find resources for these institutions. Sometimes Government also help them in the form of grant-in-aid.

England and France are also democratic countries. Inspite of this, there is a good deal of State control over the education. These two countries are trying to rebuild the society that suffered

a lot, on account of the Second World War. In order to meet this objective, State machinery plays its part effectively.

When we compare the administration of education *in India with that of China, Turkey and Japan, we find that in India* there is more scope for private agencies. In these countries State plays an effective role in the administration and control of education.

Today the society of the world is heading towards the objective of 'Welfare State'. Welfare state cannot be effectively run unless State plays its part. In the field of education, this part may not be played in the from of administrative control or management but it is bound to be played in the form of financial assistance. The Government has to provide finances. The days are now gone when the education could thrive on philanthropy of the individuals and organisations.

Administration and control of Pre-primary or Infant education.—Pre-primary or infant education is not very effectively and scientifically organised in all the countries of the world. This is true abobt India itself. Here infant education is in a very primitive stage. Lot remains to be done. This cannot be said about Soviet Union. *in Soviet Union,* infant education is the responsibility of the State. The Education Ministry and the Health Ministry collaborate with each other in this field. Most of the institutions are run by the Ministy of Health. There are nursery and kindergarten schools that cater to the needs of infant education. This is the responsibility of the State.

In India infant education is the responsibility of every body and sometimes that of nobody. Some local bodies that are manged by progressive people start certain kindergartens and nurseries. Certain State Administrations have also done likewise. But most of the institutions for infact education are run and managed by private individuals and agencies. This sometimes has evil effect as well. Unscrupulous people start nurseries and kindergartens with profit motive in view and bring a bad name to their system of education.

In England, infant education is the responsibility of the local bodies or counties. This may not be said about America. In America, this education is mostly controlled by private agencies. In France pre-primary education is the responsibility of the local bodies. They exercise control over the working and administration of the infant schools.

Secondary Education is generally the reponsibility of the Regional Administrations or State Administrations. In India it is the

State Government and G/I that looks after the secondary education. In States that are centrally-administered, this education is the responsibility of the Central Government. There are private agencies also. Centain local bodies have also started certain institutitions of secondary education. However secondary education is, as a rule, the responsibility of the State Administration or the Regional Administration.

In Soviet Union, secondary education is the responsibility of the State. Here also the Regional Soviets look after the administration of the secondary education. The policies are laid down by the National Government.

In United Kingdom or England, secondary education is the responsibility of the State as well as of the county. Finances are provided by the Government as well as the counties and boroughs.

In America the Government as well as private agencies play their part. Finances are provided by the States. The Central Adminstration or Federal administration also provides finances.

In China, secondary education is a centralised affair. Here the Central Government exercise control but gives no financial assistance. Secondary education is mostly met out of the funds realised from local taxes.

In France, secondary education is the responsibility of the State as well as of private agencies. There are, of course, very few privately managed secondary schools.

University education or Highdr education.—*In India university education* is more or less independent. It is the State that provides 8 per cent of the expenditure on higher education. It lays down general policies as well. Inspite of all thes factors, universities are autonomous bodies. Certain individuals have donated properties for certain universities. Here universities are established through enactment of the legislature and approval of the University Grants Commission. But once a university has come into being it enjoys full autonomy. In Soviet Union, university education is again the resgonsibility of the State. There is a separate Ministry of Higher Education. This Ministry looks after the working of the higher education. In America, there are State as well as private universities. Most of the universities that are termed as private universities are run and managed by religious denominations or churches.

There is a lot of similarity between the higher education in India and England. In England also universities come into existence through a Charter of the Parliament but in their internal working

they enjoy autonomy. Finances are provided by the Government. Higher Education in China is completely State controlled. There is no place for autonomy. There is a more or less complete totalitarian outlook. This cannot be said about France. In France universities are seats of learning. By tradition, they enjoy a central place in the working of education.

When we look at the administration and control of the various stages of education in various countries of the world, we fihd that it differs from State to State. This difference is caused by the political set-up and individual ohtlook. Social structure also influences it to a very great extent.

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CHAPTER II

PRE-PRIMARY OR INFANT EDUCATION IN INDIA AND OTHER COUNTRIES

Q. Descrtbe brifly the working of pre-primary or infant education in India and compare it with its counterparts in Soviet Union, America, Russia, England, China. France, etc.

Working of pre-primary education.—We have already seen that pre-primary education or infant education in India is not at all the responsibility of the State administration. Here State Administration as well as the private agencies play their part. Infant education is imparted with the help of following types of institutions :—

(*a*) Nursery.

(*b*) Kindergarten.

(*c*) Montessori Schools.

The underlying philosophy of these systems of education is borrowed from the West. Very little attempt has been made to adopt it in accordance with the requirements of the country. However, in certain places efforts in this direction have also been made.

Russia, has evolved its own system of pre-primary education. This sytem has some ingredients of Kindergarten but it is very much Russian in all respects. There are Nurseries and Kindergartens also. All these institutions are run by the Ministry of Health. In other words, it is the responsibility of the State to provide facilities for pre-primary education.

In America it is the responsibility of the local bodies and the individual agencies. America has evolved its own philosphy of infant education. It is the project method that is used in providing education to the infants. In England, there are nurseries, Montessori schools as well as Kindergartens. All these institutions are run on the borrowed philosophy. People of England are very anxious for their national herritage. They have tried to make changes. But these changes are more or less nominal. In fact, the underlying philosphy of several systems of infant education did prove suitable for English conditions, and so they adopted it.

In China, there is no sestematic arrangement for infant education. No doubt, they have borrowed something from Soviet Union, but much remains to be done. In France, infant education is better organised. Here again, there are Kindergartens as well as Nurseries. These nurseries and Kindergartens are run by the private agencies or local bodies.

It *looks really very surprising* when we find that the democratic countries or the countries wedded to the philosophy of free thinking have not been able to make an elaborated arrangement for pre-primary education. Soviet Union cannot be accused of it. It cannot be denied that nurseries creches and Kindergartens in Soviet Unions are better equipped than many other European countries. No doubt, England has a rich heritage in this field also but this heritage has not become universal. It could not be so probably due to the social structure of the country. India has to do a lot in this direction.

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CHAPTER III

PRIMARY EDUCATION IN INDIA AND ITS COMPARISON WITH OTHER COUNTRIES

Q. Describe briefly the working of the basic primary education system in India and compare it with the primary education in Soviet Russia, England, America, France, China, etc.

Primary Education in India.—In India primary education is compulsory. It is also universal. According to the Constitution of India children up to the age group of 11 have to be provided with compulsory primary education. Inspite of this provision of the Constitution, it has not been possible to give it a practical shape, because India does not have adequate resources. This is true of many developed countries and, to a very great extent, developed countries of the world. In China and France, primary education is universal and compulsory. But it has not been possible to give it a practical shape. Soviet Union has been able to implement the compulsory primary edncation. It has been possible on account of the resources and the form of Government. In Soviet Union primary and other systems of education are centralised. In this regard, there is vast difference between India and Soviet Union. It has not been possibie to gear the primary education to the objectives of the society in India. In Soviet Union education is a weapon for strengthening the Soviet State and the building of a classless society, whereas in India it is not so.

Primary education in India and England.—There is a lot of similarity between the objectives of primary education in India and England. Both these countries aim at all round development and personality of the children. They also aim at the building up of the character.

There is also compulsory primary education in England like India. Inspite of this similarity, there is a lot of difference. This difference lies on account of the traditions and resources.

If we look at the condition of the teachers of the primary education in India and England, we again find an astonishing

difference. Teachers of the primary schools in India are ill-paid. They do not have respect in the society. They are also not very well-qualified. This cannot be said about England. No doubt, there is dearth of trained primary school teachers but the teachers that are trained are well qualified and wellpaid. They also enjoy respect in the society.

So far as free primary education is concerned, England is far ahead of India. Here since 1918 primary education is free and compulsory.

Administration and control of primary education in India rests in the hands of the local bodies i. e. *Zila Parishads*, Corporations, Municipalities *etc.* This is more or less true of England as well. In England, local bodies such Counties and Boroughs look after the primary education.

In India as well as in *England* private agencies do play their part in the field of primary education. Primary schools are run by religious bodies as well as other voluntary organisations in India. This is true of England as well. In both the places, if the schools satisfy certain prescribed conditions, they are given grant-in-aid.

In short, we may say that there are many similarities between the primary education in India and England; yet there are many difference as well.

Primary edudation in India and America.—When we compare the primary education in India with America, we again find that there are differences as well as similarities. From the point of view of administration, in both these countries, primary education is administered by the local bodies. In America Country Boards and Townships like Municipalities and Zila Parishads of India look after working of the primary education.

Primary education is free as well as compulsory. But in working there is a lot of difference. In Amercia, primary education has been free for the last 4 to 5 decades but in India it is still on the paper.

Primary education in America is much more organised as compared to India. India is an under-developed country with meagre resources and so it has not been possible for it to organise its primary education properly.

In America primary education runs for 6 years while in India this duration is only of 4-5 years.

Schools and institutions of primary education of America are well-equipped and organised. This is not true of India. Here we do not find properly constructed buildings. Very few schools are properly equipped. So far as method of teaching is concerned we find that there is similarity. Basic education of India has a lot of 'learing by doing' in it. In other words, activity method also finds a place here. Education in America is child-centred. This is true of India as well. There is lot of similarity in the curriculum and syllabus. Three R's along with history, geography, nature study or science, music, art, home economics and physical education are taught in India as well as in America.

There is different curriculum for the grils from that of the boys.

The marked difference that we find in the field of primary education of India and America is in regard to the teachers. In America most of the teachers of the primary education are women. There it is believed that they can handle the child of the tender age more sucessfully than men.

In short, it may be said that there similarities as well as disimilarities in the field or primary education in India and America.

When we compare primary education of India with that of *China, France, Japan, Turkey etc.*, we find there is very little of similarity. Primary education of India is much superior to China and Turkey. So far as Japan is concerned, we can say that there is more of dissimilarity than similarity. It is due to geographical conditions.

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CHAPTER IV

A COMPARATIVE VIEW OF SECONDARY EDUCATION IN DIFFERENT COUNTRIES

Q. Give comparative picture of the Secondary education in India with reference to England, Amirica, Soviet Union and other countries.

Secondary education in India and Soviet Union.—It will be difficult to compare the secondary education of the two countries. There is only one point of similarity. In Soviet Union, secondary educatiod ends at class X. This may be found in some of the States of India. But in most of the States secondary education ends after Class XI or Class XII.

Administration.—In India secondary education is the responsibility of the State Government. In the States that are administered by the Centre, we find that secondary education is also administered by the Union Government. In Soviet Union also, secondary education is the responsibility of the Soviets. Federal Administration lays down policies. However, it will be wrong to compare the secondary education of the two countries in regard to administration. In Russia, secondary education is very much centralised. This is not so in India.

Working.—When we come to actual working of the secondary education we find that along with the Government. private agencies as well as local/religious bodies also play their part. In short we may say that in India secondary education is the concern of the Government as well as the private bodies. Private agencies also receive grant-in-aid from the Government. In Soviet Union it is the State only that looks after the secondary education. In this regard, the following words of I. L. Cardell are worth mentioning :—

> "The many problems that cause concern to educators in many parts of the world have been met very simply in U.S.S.R. by elimination."

No place for diversity.—In India there is a lot of diversity in the field of courses. It is not so in Soviet Union. There is a simplified course. The following lines aptly describe the circumstances :—

"The problem of diversity of courses has also been met by elimination; the only choice that is open is in the foreign language, to be studied in the last years of the course."

Great emphasis on Communist ideology.—In Soviet Union a lot of emphasis is laid on Communist ideology. In fact, teaching of Communist philosophy forms an integral part. Students are also taught many things in the schools. They have very little to do at home. In this regard, the following quotation is note-worthy :—

"Great attention is paid to educational work in school. The lesson—the process of study—is the principal form of instruction. The education of conscious builders of Communist Society, the instruction of a child in the high qualities of new man, is carried out by the teacher at the daily lesson."

This may not be said about India. Here we have very little of Indian culture in the courses. Whatever is taught about Indian way of life and the objectives of the Indian Society is most inadequate.

In short, it may be said that there is more of diversity in the field of secondary education between India and Russia than similarity.

Secondary education of India and England.—The objective of secondary education of India as well as of England are more or less similar. Indian education is given on democratic line. This is true of England as well. Both the countries are wedded to the ideals of democracy and so secondary education is very much guided by these ideals. Like England, in India also, secondary education is aimed at bringing about physical, intellectual as well as emotional development of the students.

Duration of secondary education.—Secondary education in India may be divided into two categories, Junior Secondary education and Secondary education, Education of the 7th and 8th classes is the Junior High School education or Junior Secondary Education. Education in Classes IX, X and XI as well as in class XII is the actual secondary education. At the end of the secondary education, there is a public examination. From this point of view, India has common lot with England. There secondary education may be divided into three categories :

(*i*) Ordinary level,
(*ii*) Advance level, and
(*iii*) Scholarship level.

Working of Secondary education.—In India as well as in England, there are Government schools as well as private schools. Most of the private schools are the institutions run by religious denominations and churches. There is another institution of the Public Schools and Grammar Schools in England. We do not find such a thing in India.

In England, a good deal of emphasis is laid on practical education. This cannot be said of India. In India too much of emphasis is laid on examination. In fact, the whole education is examination oriented. This cannot be said about England.

From the point of view of emoluments, secondary education of England is very rich. There teachers are paid a handsome salary which is not available to the teachers of India.

In short, we may say that inspite of certain common features, there is a good deal of diversity in the secondary education of India and *England*.

Secondary education in India and America.—There is no set pattern of secondary education in *America* like India. Both the countries are geographically very vast and so it has not been possible for them to have a uniform pattern of education. Since there is democracy and not a uniform pattern of political set-up, it is not possible to have a uniform pattern of education. In this regard, India and America are quite similar.

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CHAPTER V

HIGHER EDUCATION IN INDIA AND ITS COMPARISON WITH OTHER COUNTRIES OF THE WORLD

Q. Describe briefly the working of the higher education in India and compare its working with other countries of the world.

Higher education in India compared to U.S.S.R.

Higher Education.—In the field of public education, higher education is the highest unit. This is true of India as well as of Soviet Union. India borrowed its tradition of higher education from England. This cannot be said about '*Soviet Union*'. Soviet Union has its own system of higher education, which developed after the October Revolution of 1917. In India, higher education is imparted by universities, colleges and other institutes. In Soviet Union, there are universities and academies. These academies are like institutes that are situated in various big cities of India. Soviet Union is very rich in the field of higher education. There is not only the arrangement for higher education in science and humanities, but also proper arrangements for higher industrial and technical education. In India, there are not good institutions of industrial and technical education. However, Indla is trying to cope with the growing demand of industrial and technical education.

In India the number of students desirous of higher education is going up. This is true of Soviet Union as well.

One basic difference that exists between the higher education of India and that of Soviet Union is in regard to employment. In India, higher education adds to the problem of employed youth. In Soviet Union it is not so. There is dearth of highly educated and equipped persons.

In Soviet Union higher education is not so expensive as we find in India. In Soviet Union almost all the students, who go in for higher education receive scholarships and stipends. This cannot be said about the higher education in India.

Diploma and Degrees.—In India there is restriction on

awarding degrees or diplomas. University Grants Commission is the highest authority that gives permission to an University or an institute to award degrees or diplomas. In Soviet Union, it is not so. Every institution of higher education has a right to award a degree or diploma.

Role of Education Ministry and other Ministries.—In Soviet Union as well as in India there is the control of the Government in the field of higher education. The Ministry of Education lays down certain standards that have to be followed. Several technical and indurtrial institutes have been established by different Ministries. They are under control either of the Ministry of Education or the Ministry that has set them up.

Restriction.—In Soviet Union, everybody and any body cannot go in for higher education. A person who goes in for higher education has to prove his worth and aptitude for it. In India it is not so. Anybody can enter an university or a college.

Autonomy.—In the field of higher education there is a lot of autonomy in India. It cannot be said about Soviet Union. There, all the institutions have to follow the ideals and objectives laid down by the Communist party of Soviet Union.

In short we may say that there are very little common points and a lot of differences in the higher education in India and the U.S.S.R.

Higher education or University education in India and England.—India has borrowed a lot from the traditions of higher education in England. In fact, Britishers tried to impart their higher education into this country. This impart was modified and changed sometimes by the requirements of times and sometimes by efforts of the people at large.

Intermediate Examination.—In India a student has to pass High School Examination and then go in for Intermediate education and then enter the portals of some university or college. No doubt, in the recent years this Intermediate examination has been replaced by the pre-university course, but in several States it is still continuing. This is not true of England. There, after secondary education that ends at matriculation, every student goes in for university education.

Degrees.—In India and England there is a lot of similarity in the degrees. In England as well as in India the first degree is called Bachelors Degree. After the Bachelors Degree, there is Honours Degree. After the Honours Degree, there is Master's degree and then the Doctorate. The Degree of Doctorate, both in India as well as in '*England*', is awarded only after the person concerned has submitted his thesis.

Types of universities.—In India as well as in England, there are two types of universities:—

(*a*) **Residental-cum teaching university**: There are also unitary universities.

(*b*) Federal universities.

(*c*) Teaching-cum-affiliating universities.

(*d*) Specialised universities and institutes.

India has certain specialised institutes of higher education such as Roorkee University, Shanti Niketan, Indian Institute of Technology. Such universities are not found in England. These institutes of higher education in India are either the products of American influence or result of Indian culture.

Examination.—In India the whole of the higher education is examination-oriented. Examination is given the maximum importance. This cannot be said about England. Then the main task of the university is to inculcate in the students the thirst for knowledge and to encourage them to acquire deep knowledge.

Expenses.—Higher education in India, like England, is very expensive. It is beyond the reach of ordinary people. However, there is one difference. In England, a large number of scholarships and stipends are given to the students. It cannot be said about India.

Finances.—Higher education in India is mostly financed by Central or the State Governments. There are very few people who come out with endowments and donations. In England it is not so. There higher education is run on the basis of endowments and other such sources.

Grants Commission.—In India the university is an autonomous body. In order to keep universities free from the influence of the Government there is a University Grants Commission. That provides grants-in-aid to the universities and institutes of higher education. This Commission has come into being as a result of the recommendations of Radhakrishnan Commission or Higher Education. In England, such a Commission has been there since long. Presence of this Commission helps to a great extent in the maintenance of the autonomy of the university.

Administrative structure.—In India the Chancellor of the University is either the Governor of the State or the President of India or the Prime Minister. Generally, the office goes with the official capacity. In England it is not so. In other respects, the administrative structure is similar.

In England the main object of higher education is the expansion of the knowledge and the building up of the society. Education that is imparted in this field is looked upon with great respect in England. This cannot be said about India. Here the education that is imparted does not keep in mind the aptitude and insight of the students. Here, there is a lot of indiscipline in universities. This is not to be found in England. In short, we may say that there are similarities as well as differences in the higher education of India and England.

Higher education in India and U. S. A.—U. S. A. is a very advanced country. When we compare the higher education of America with that of India we find that there is a lot of differences between the two. India lags behind America in the field of higher education.

In America, higher education is a field of specialisation. It cannot be said about India. Students do not have the freedom to choose the subjects of their choice.

Degree.—No doubt in '*America*' B. A. is the first degree in the field of higher education, but the students have the choice to offer one subject as their main and may offer other subjects as subsidiary subjects of study. This is not found in India. After B. A. a student may get M. A. degree after two years study. This is not to be found in America. There are no set standards of higher education. The standards differ from university to university. It cannot be said about India. In America, one can get doctorate degree in Ice Cream manufacturing or Book-Binding. In India it is not so. Only those subjects that have some value in the field of education are recognised for study in higher education.

Practical training.—In America a lot of emphasis is given to practical training. Sometimes Doctorate degree is given on the basis of practical training.

Private enterprise.—In India there are very few institutions of higher education that are run by private individual or agencies. It cannot be said about America. There are several universities that are run by private agencies, especially churches. These universities have their own subjects of study and award their own degrees.

Method of teaching.—In India most part of the teaching is carried through lecture method. Tutorials are also held. In short, it is the bookish knowledge that is given much importance. It cannot be said about America. There discussions are held and works are produced. This is again an emphasis on practical training.

Scholarships and expenses.—Higher education in America is also expensive but the students have several ways of meeting these expenses. They get scholarships and stipends. They can also enter in part-time jobs. These facilities are not available in India.

Students in America do not shirk from physical labour. Sometimes they earn their education through physical or manual labour. In India it is not so. Mostly university and college students develop white-collar mentality and do not like the idea of undertaking manual or physical labour.

Working hours.—In India the whole session of studies is divided into terms. Tests are also held at the end of these terms. Marks are also awarded and they are added towards the annual examination. In America, there are 'Semesters' and 'Quarters'. These are like the terms of Indian univerrities. These Semesters and Quarters have been recognised for examinations. A student may continue his studies up to a particular Semester and leave it. He shall have the opinion to join the same class from that very Semester and shall get consideration for the work already done. This is not found in India.

Establishment of Universities.—In India universities may be established only through Legislative measures. Then University Grants Commission gives it recognition. It is after this recognition only that the degree of a university is recognised. All these processes are not to be found in America. There universities are established with less difficulty and they have the freedom to award degres.

In short, we may say that higher education in India is in many rospects different from America. America is a prosperous country and so its education is also prosperous. India has yet to achieve much.

Higher education in India and its comparison with China, Japan, France, Turkey, etc.—These countries have their own traditions of higher education. In Japan higher education is very much influenced by the American pattern. While in China it is influenced by Russian pattern. Turky is again a protege of America. American traditions of higher education are different from that of India. France has its own traditions of higher education. It shall be wrong to compare it with India.

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CHAPTER VI

TECHNICAL AND INDUSTRIAL EDUCATION IN INDIA AND ITS COMPARISON WITH OTHER COUNTRIES OF THE WORLD

Q. Describe briefly the working of the technical and industrial education in India and compare it with Russia England, America, France and other countries.

Industrial and technical education.—Industrial and technical education has a particular connotation. It includes agricultural education, medical education, technical education and so on. When we compare India with other countries in this respect, we find that India is far behind. In fact, it shall be only a matter. of academic interest to compare the technical and industrial education of India with Soviet Union, England, America *etc.*

India is like a bud in this field. It has yet to blossam fourth. On the other hand, America, England and Russia is in full bloom of technology and industrial progress. However, the comperison is given below.

India and Soviet Union.—Soviet Union is far advanced in the field of technical and industrial education. There is net-work of technical and technological schools. These schools impart primary, secondary as well as further education in the field of indurtry and technology. These institutions are of different variety. They impart educotion of agriculture, medicine, home science *etc.* These schools also prepare skilled personal for different industries like railways, telephone mechanism *etc.* It cannot be said about India.

No doubt, in India such schools are being established but still a lot has to be done.

In the field of higher technical and industrial education, Soviet Union is far ahead of India. There are several academies and institutes of higher agricultural, industrial and technical education. India has also established such institutions but most of these institutions have been established on the pattern of America and Russia.

India and England.—India is also far behind England in the field of technical and industrial education. In fact, India has a large population, which rests on agriculture. In order to meet the requirements of its population and the present times, she requires thousands of institutes of technical and industrial education. Since independence she has been trying to march ahead in the field of science, technology and industry. She has taken long strides in the field of scientific progress. There are several National Laboratries and National Institutes that impart scientific and industrial training.

There are important institutes and colleges for medical education as well. Inspite of all these things, it cannot be denied that India is far behind.

India and America.—America is a very advance country in respect of agriculture, industry, technology *etc.* India has a long distance to cover to come in line with them.

India has borrowed a lot from America in the field of technical and scientific knowledge. In India, we find many of the institutes of technology which has been established in collaboration with the U. S. A. Their working is more or less the same. They award degrees and diplomas and are recongnised by the University Grants Commission.

Several research institutes in the field of agriculture have also been established. These institutes try to provide an up-to-date knowledge to the Indian farmers. Still we find that in this respect India is far behind America. Although India is an agricultural country but still she borrows foodgrains in large quantity from America. America has been able to grow more food because of its technological superiority in the field. India has yet to achieve the aim. In India degrees and diplomas in agriculture are provided by certain institutes. Some universities have the agriculture faculty as well.

In *India* we do not find the combination of the technical education with the education of the liberal arts. No doubt, combination is found in the Indian Institute of Technology, but generally it is not seen. In America, it is not so. There along with technical and scientific education, education of liberal arts is also imparted.

It cannot be denied that the *Government of India* is trying its best to bring about the progress of technical and technological education. But the paucity of funds and resources comes in our way. Thus, India has much to do.

Technical education in India, Japan, Turkey, France, etc.—When we compare the condition of the technical education

in India with that of France, we find that India is lagging behind. France has solved its technical education problem by Mobile Training Squads. It is not found in India. In certain fields of technical education, we find that France is far ahead of India. In other respects, India can match with it pretty well.

In comparison to *Japan*, again we find that India is not so developed. Japan had been receiving a good deal of support from America and besides this, the conditions of Japan are such that they have to depend upon their technical education. These factors have made Japan quite advanced in the field of scientific and technical education. There are several institutes of technical and industrial education that can provide proper guidance to such institutes in India.

In comparision to *China* and *Turkey*, we cannot say that India is lagging behind. In many respccts India is ahead of these countries. Turkey got support from U.S.A. and then it lived for a pretty long time under the rule of a dictator. This thing helped Turkey to march ahead on a set line with quick pace. *China* is a totalitarian State where everything moves according to the will of a particular person. Therefore, in China technical education of its democratic set-up. India has progressed quite repidly in the field of technical education and technology.

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CHAPTER VII

TEACHERS TRAINING IN INDIA AND ITS COMPARISON WITH OTHER COUNTRIES OF THE WORLD

Q. Describe briefly the working of the teachers training in India and compere it with America, Russina, England and other countries of the world.

Teachers' education in Indla.—In India in the field of teachers' education, the Government as well as the private agencies play their part. The Government has established certain colleges and pedagogical institutes. These colleges and institutes award diplomas in teaching. Some of these institutes are recognised for research work as well.

So far as the contribution of private agencies is concerned. It is given in the shape of grants. Many of the voluntary organisations have established training colleges, which are recognised for teaching purposes. Various universities have faculties of education. In these faculties, teaching is carried out and research work is also done.

In all the training colleges and institutes of pupil teachers have also to do practics teaching. This practice teaching is done in the schools that are attached to the institute. University select certain institutes where practice teaching is carried out by the pupil teachers.

There are different trainings for the teachers of different stages of education. Teachers of the nurseries and kindergartens are given training in certain colleges and institutes especially established for the purpose. These students who have acquired education upon High School or Intermediate are admitted in these institutions after proper selection.

Training of the teachers of the primary schools is carried out in certain secondary schools and junior basic training colleges. Students who have read up to Junior High School or High School are allowed entry in these colleges.

Teachers for Junior High School classes are imparted training after having passed the higher secondary education.

Teachers for secondary education are those that possess the Graduation or Post-graduation degree. They are trained in the college especially established for the purpose.

Teachers' education in India as compared to England.— Teachers' education in India is very much influenced by its counterpart in '*England*'. Inspite of this, there is a lot of difference between the teachers' education of the two countries.

In England, there is no division between the teachers that teach Junior High School classes or Secondary classes. Teachers after graduation or post-graduation are given training and they take up teaching profession. In England, we find that the Government as well as the universities and voluntary organisations have joined together to impart teachers' training. Teachers' education is essentially the responsibility of the Local Education Authority. In India it is not so. It is the State Administration or Government of India that has the resonsibility.

For the training of the teachers of the primary schools, kindergartens and nurseries, there is special arrangement in England. Teachers of this State of education are trained in a proper manner.

In India teachers' education is run for one year after which a diploma is granted. After two years a degree is awarded. In England, certificate course is for one year. Then a degree course is of two years as well as of three years. However, people of England are trying to consolidate their facilities for teachers' educaction.

Teachers' education in America.—In America, the history of the teachers' education is quite recent. It was in the 19th century that an organised system of teachers, education came into being. In America also, we find that Government as well as private agencies, voluntary organisations and universities play their part in the field of teachers' training. Universities have their faculties of education. Training colleges and inititutes have been established by Municipalities and other local bodies. In this regard, America is very much akin to England. There is separate arrangement for the training of teacheers of different stages of education. For nurseries and kindergartens generally women teachers are employed. They are given a training of its own which has a special bias for that education.

For the teachers of the elementary education, there is separate arrangement. Similarly, there is separate arrangement for the training of the teachers of secondary education. In short, we may say that the teachers' education in India is quite different from that of America.

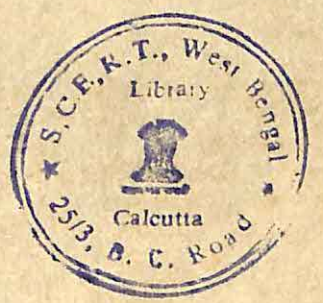
India and Soviet Union.—Really speaking' there is no similarity between the teachers education of India and that of Soviet Union. In the *Soviet Union* there is an elaborate arrangement for the training of teachers for different stages of education.

Russia is very rich in nurseries and kindergartens. In these institutes only especially trained teachers, who have sufficient knowledge to their credit, are employed. For the teachers of the elementary education, we have trained teachers in Soviet Union. There are training schools and institutes that impart training to these teachers.

There are certain pedagogical institutes for the training of the teachers of secondary education. These institutes train teachers with an eye on the pattern of the Soviet education of U. S. S. R. Soviet Union lays a great deal of emphasis on Marxism and *Russian Language* and literature. Teachers are, therefore, trained in such a way so that they can impart education in these subjects successfully.

Teachers' education in U. S. S. R. is different from the teachers' education in India. There are no doubt few similarities but the differences are also there. However, in many respects, India can borrow certain things from U. S. S. R.

THE END



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